

YEARBOOK 75



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YEARBOOK

75

Volume LXIII

MONTCLAIR ACADEMY
Montclair, New Jersey

1962



CARMEN M. MARNELL

DEDICATION

WE grew up together, Mr. Marnell and the class of 1962. He taught us French, coached us in football, basketball, and golf, always guiding us with the infinite compassion of an older brother. We could always go to Mr. Marnell with a problem, or with a joke, or just for the pleasure of his company. "Carm" helped us mature with an infinite sincerity and dedication that far exceeded the usual interest of a class adviser. To you, Mr. Marnell, we dedicate this yearbook.



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Ye Yeare Booke

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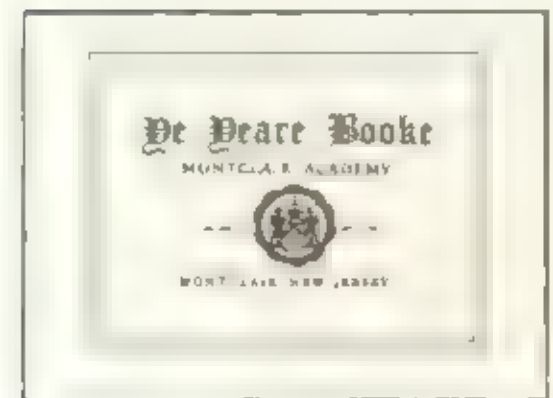
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An Introduction

The school that was to become Montclair Academy opened on September 18, 1887, under the headmaster-ship of Mr. John G. MacVicar; since then it has ex-panded and changed in many aspects. In 1900 there appeared the first annual, the Yeare Booke, “looking backward” over the thirteen years of the school’s exist-ence. It continued under that name through the Acad-emy’s first half century when, in 1937, the yearbook
 6 *appeared as the Octopus. This year, seventy-five years*

after the founding of Montclair Academy, the annual has been renamed to mark this year of celebration.

Besides its new name, the yearbook contains a new and different layout. The majority of the divisions of the yearbook, instead of existing as sections, are written as essays which are properly subtitled. The purpose behind using essays in the yearbook is to give more continuity to a particular aspect of school life and to make the copy more attractive. Pictures are used with more emphasis on illustrating the articles than merely for their own sake.

Several sectional changes also take place in this yearbook in order that the yearbook might give a more representative view of Montclair Academy. The essay that follows is an attempt to describe the essence of Montclair Academy. An essay on academic studies is added to the essays on activities and athletics to make a unit of three essays which describe the three basic phases of Academy life, indicating that the purpose of an education lies in all three. Next, the underclassmen and senior articles are written with an attempt at capturing the characteristics of each class at the Academy. Finally the advertising section is redressed by giving page space to advertisers and list space to patrons.


Montclair Academy is now planning to erect new buildings; and the present buildings, having existed for a major part of the seventy-five years of the Academy, will be no more.

What are we without these material remembrances of the past? What is the true essence of Montclair Academy? Yearbook 75 attempts to answer these questions.



An Essay:
The Phoenix Builds . . .
The Phoenix' Nest

FOR more than half a century the white main building of Montclair Academy, high on a hill overlooking Montclair, has dominated Bloomfield Avenue and the First Watchung Mountain. Within a few years this familiar landmark will be gone, torn down and replaced by the new Academy buildings that will rise nearby. Since the old physical structure will soon be demolished, it is appropriate for us at this time to consider those qualities that, in fact, form the real Montclair Academy. For a building does not make a school, any more than a picture frame makes a painting; rather, it serves only to enhance and house the real but intangible strengths found within its walls. When the Academy enters its new facilities, the surroundings may




have changed completely; but the heart, the core of the school, will only in effect receive a new body and a new lease on life; its nature will not be changed. The foundation of the Academy, the constant search for knowledge and improvement, will be the same.


Seventy-five years ago, at the request of several prominent Montclair citizens, John G. MacVicar founded the Montclair Boys' School. The original letter to Mr. MacVicar has been preserved and states that:

The object of this agreement is to guarantee to Mr. MacVicar for one year the sum of \$2000 as an inducement to him to open a school for boys in Montclair.

Eighteen boys reported on September 18, 1887, when the school opened in a one room building then standing on Clinton Avenue at the head of Plymouth Avenue.

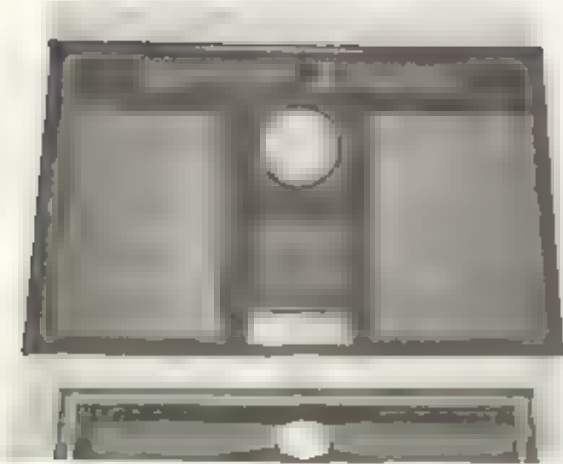


The following year the school was relocated on part of the present grounds. In 1891 the school opened its boarding department and became Montclair Military Academy. Military tactics were taught, and a schedule from 1896 indicates that "battalion drills" and similar maneuvers formed an essential part of the then new school. The military system, dropped for a while in 1909, was permanently abolished in 1918 when the school adopted its present name. Dr. Walter D. Head acquired the school from Mr. MacVicar in 1925, and the Academy remained under his direction until 1948, when it was incorporated under the Montclair Academy Foundation. The same year Mr. Frederick W. Hackett became headmaster, and the school closed down its boarding department.



Mr. Thomas W. Hall Jr. served as headmaster from 1954 to 1960, when Mr. Henry B. Poor succeeded him. Since that time Mr. Poor has given the school energetic leadership and has done much to enhance the academic program and to initiate a bold new building program.

The faculty, students, and other members of the Academy family, however, realize that this school is one which lives both in the dynamic present and in a past rich with tradition. Seventy-five fruitful years of thought and work can be felt in the present Academy. Every student sooner or later feels the aura of



time as he goes about his work. Here and there he finds bronze plaques with names and dates, some barely legible. In the upper study hall he sees the names of the head boys of past classes. Some names he may recognize—the more recent he may have applauded at commencement, the older ones may be among those who now have a greater or lesser part in the shaping of the nation's destiny.

In class the student realizes that a part of what he learns and discusses was also learned and discussed by students last year, and the year before, and for seventy-three previous years. The walls around him have echoed with the thoughts of many others besides those he sees now. He becomes slowly aware of the meaning of tradition, not rigid and suffocating, but lending depth, balancing the changing present with the stability of the past.

Thus the Academy in 1962 is a summation of its experience over the past seventy-five years. Those who pass through the Academy leave not without making an impression, an impression which though intangible, blends with thousands of others to give the Academy the strength and depth of character it now possesses.

Another intangible strength of the Academy is an emphasis on individualism. This individualism is exemplified by the oft heard remark of the English instructors, "You can say anything you want; how you defend what you think is what you're graded on." But this is not the freedom of anarchy, for privilege is balanced with responsibility. Students gradually gain confidence in their ability and in their imagination in this free atmosphere: the student-run newspaper publishes a series of essays which expresses one student's religious beliefs; students handle a great deal of the school's publicity; and students provide service to school and faculty in maintaining and handling the Academy's electronic equipment.

Individual achievement, emphasized and encouraged by very small classes, is one of the goals of the Academy. In this goal it has been successful; and the class of 1961, after a year at college, offers an example. From that class one boy is taking mainly sophomore



courses at Harvard; one is taking one sophomore and two junior courses at Colgate; and one has been elected president of his class of about seven hundred students at Rochester. The Academy asks the best of each student, and generally gets it.

A third and perhaps most important intangible aspect of the Academy is a love of knowledge and learning. Walking through the halls when school is in session, the student can hear fragments of debate on all kinds of topics, all sorts of knowledge. Words issue from the classroom and mix in the corridor . . . the significance of the election of 1896 . . . the principles you use in solid geometry . . . realize that this molecular structure is really only a probability curve . . . the Indo-European language family . . . the root vowel of this verb . . . the view of nature Emerson demonstrates in . . . Always there is the excitement of discovery and the satisfaction of the increase in knowledge.

These characteristics—tradition, individualism, and love of learning — all serve the Academy's main educational task: to prepare each boy to take his place in life. Tradition instills the desire to preserve those parts of the past that are worth preserving and that can be used in the present. Individualism promotes the desire for each person to stand alone, to support his convictions in the face of all opposition, and to draw conclusions from what he believes to be correct, not necessarily what the masses maintain. Love of learning instills a respect for knowledge, a respect that soon becomes a hunger, prompting continuous inquiry and question.

But the Academy is far from being a maze of abstractions. There are many more facets that constitute the structure of the Academy today. The Academy has a student "body," faculty "members," and a "head"-master. Each day begins with a morning meeting composed of a short religious service and faculty and student announcements. Then classes, the heart of the Academy, begin.

Much as he may deny it, the average Academy student actually enjoys classes. The love of knowledge sustains students as they become engrossed in such matters as mathematics problems, language conjugations, and





English essays. These classes are truly worthwhile because they stress the activity of the student in thought-provoking homework assignments, discussions, and tests.

Students participate to an extraordinary degree in extracurricular activities. Those organizations which are especially active seem to run an endless round of conferences. The year-book staff has daily meetings during most of the second term, and its editors and photographers are active almost all-year-round. The *Montclair News* is constantly being evolved in chaotic, but miraculously productive Friday night "make-ups." Dramatics club members memorize lines; audio-visual members broadcast football games; debaters master arguments. In the winter students participate in various activities which amount to work in either hobbies and interests or subjects.

Athletics are a vital part of the Academy. Those with strong team spirit can battle in baseball, football, soccer, and basketball. For those who wish to compete on an individual level there are track, tennis, golf, cross country, and wrestling. And after the game is over the rivals are once again friends, and animated conversations are heard over the hot chocolate and cookies served in Walden House by students' mothers.

Another year has passed at the Academy. Soon the seniors will graduate, and the undergraduates look forward to yet another year. Those who leave as alumni look back at their secondary school years with fond and lasting memories — a course, a teacher, a football game where a key block saved the day. The Academy itself remains what it has been since its founding in 1887: an independent institution dedicated to the guidance and advancement of the individual in an atmosphere of studied freedom.

The Academy is not a building, but many other things — people, ideas, activity. With these constituents there is a sense of progress, of moving forward, to right the wrong and improve the imperfect, to prepare minds for further action. The graduation of the class of 1962, comprised of young men who have been a part of the Academy for years, is just one manifestation of this progress towards better men and a better world.

Academic Studies

The original goal of Montclair Academy was to prepare boys for college or for later careers. The academic courses were grouped into three divisions according to their concerns—classical, scientific, and business. Today the academic courses offered at the Academy still have this same emphasis: training for college and later life; moreover, these courses are studied more and more for their own sake, for learning itself. The strong emphasis placed on academic achievement at Montclair Academy leaves each boy with a basic knowledge which will serve as a foundation for further study and a stimulus for further learning.

The Presence of the Printed Word

OF the few physical objects now a part of this school which will become a part of the new school, the volumes which comprise the William Avery Barras Memorial Library, dedicated by alumni gifts to the former head of the English department, form a large and significant part. With the retirement of Mrs. Violet E. Peterson after twelve years, Mrs. Jean Nugent became the Academy librarian in 1961. Mrs. Nugent, assisted by students, effectively maintained and enlarged the Academy library, an essential part of a student's education and therefore of the school itself.



An Inverted Pyramid

LEARNING is like an inverted pyramid; it has a minute origin but an infinite expansion. The boy of eleven or twelve has learned by rote and neither perceives continuity nor application in what he has learned. It is in this state of intellectual confusion that seventh and eighth grade students meet their masters. Before their pupils reach the upper grades, the teachers must replace confusion with clarity.

To realize the end of intellectual clarity, masters must encourage correctness and precision in their pupils' work, keep alive the students' natural curiosity by indicating that knowledge is "usable," and, consequently, help the students to lay strong academic foundations.

The underlying theory of the basic linguistics course is typical of the emphasis placed on establishing foundations. Its purpose is "to provide students with a sound foundation in the study of language in general." This program, which familiarizes its students with Latin, French, and Spanish, makes its students aware that each language system has its own organization. Basic linguistics at present is peculiar to Montclair Academy but may be adopted by other schools in the near future.

The aim of the seventh and eighth grade English programs is to help the student recognize effective written communication. The importance of the plot is minimized, and basics in perceptive reading are introduced—theme, character—setting. The student is taught to express himself clearly and effectively with mainly narrative and descriptive composition.

The mathematics courses must serve a dual purpose: to consolidate and extend mathematical knowledge and skills acquired in pre-



MRS. JEAN NUGENT, *Librarian*

H. CRAIG MORSE, *Arithmetic, General Science*



ceding courses and to prepare for the future demands that the mathematics will require. The simile of the inverted pyramid may well be adapted to mathematics, for all of mathematics is built upon simple basics and then expands to vast proportions. The master recognizes that his students must be provided with a sound foundation if any success in higher mathematics can be expected. Students are led to appreciate the application of arithmetic in everyday life, besides being encouraged to develop arithmetical skills with exactness and reasonable speed. For qualified eighth graders an accelerated course in algebra is offered.

The problems of natural phenomena which are familiar to the pre-teenage boy must be resolved by scientific explanations. The masters at the Academy endeavor to lead students to an appreciation of the cause-effect relationships underlying these phenomena. A boy's curiosity must be satisfied, and the values of science must be conveyed; what is science other than the explanation of man's curiosity?

"The social studies makes its full contribution to education only when it helps pupils to understand the world in which they live and to play a useful and intelligent role in it." The seventh and eighth graders at Montclair Academy are being encouraged to understand the causation and the value of interdependency of men. The student is expected to see history and geography as living forces and not as a jumble of disconnected facts. It is perhaps best through history that a boy forgets the infant's notion that the universe revolves around one being—himself.

If a student leaves the seventh and eighth grades saying, "I'm ready for more learning," he has realized the objectives of his masters.

Sound and Sense

THE purpose of the Academy English program is to instill in the student a genuine understanding and appreciation of the history and forms of literature and to aid the student in his written and oral expression. Thus, the program is founded on two major constituents: literature and expression.



MRS. RENA M. NEJELSKI, *Social Studies, Arithmetic*



ROBERT CLARK, *English*



JOSEPH R. KERNER, JR., *English*

K. FRANKLIN SPOOR, *English*



The literature program is factored into the four natural divisions of the high school career, with a different subject matter for each year. The freshman course exposes the student to the various literary forms and their specific terminology. In addition, the reading matter of the course is unified by its emphasis on the pattern of growth of responsible independence within the individual.

The sophomore program is an extensive survey of the course of English literature from its Anglo-Saxon origins to its contemporary forms. The course is focused toward an examination of literary trends and periods, and works are read not only for their own sake but for their relationship to their period in history.

With an intensive examination of the works of several American authors, poets, and playwrights, the junior English program is a radical departure from the survey course of the sophomore year. The works of Emerson, Hawthorne, Melville, and other American authors are given particular study along with modern American drama.

The senior English course is designed to be one of the most dynamic, demanding, and satisfying experiences of each senior. The course has three unique aspects—the student is demanded to recall passages read in earlier years, receives the stimulation of Mr. Brogan's ebullient personality, and early in the spring term presents a thesis on the works of an American poet. The prose read in the course is unified by its concern with the role of the individual in the society, and the poetry is mainly, but not exclusively, modern.

The written and oral expression program is based on a series of weekly compositions with some grammar, vocabulary and speaking. Each week the student writes a theme either at home or in class. These themes are used either to test the student's understanding of literature with direct questions or to test creative and writing ability with guided topics. In addition to the themes, the underclassmen courses have either composition or grammar supplements, and the student is introduced to new words through vocabulary texts and literature. Finally, the student may gain public speaking practice either through classroom

speeches, the debating society, the dramatic clubs, or senior Bible reading.

Thus, the student graduates from the Academy with the assurance that he is well versed in both literature and expression. The courses are demanding, but each graduate realizes their merit.

Cave to Cosmos

THE space flights, the struggle for Berlin and South Vietnam, and the huge latent force of neutralism are among those events and concepts of the last year which are strongly influencing our world. Can we really know what is happening? The history department, under Mr. Daniel O. S. Jennings, seeks to bring the past world closer to us, making us more aware of our position in the vast existence. The oldest civilizations and the newest ones have their secrets, which are investigated through the history courses at the Academy. The ancient and medieval worlds, modern Europe, America, and the contemporary world are the subjects of the four history courses for underclassmen.

Ancient and medieval history, taught by Mr. Harry Balfe, II, builds on the groundwork of the seventh and eighth grade general courses of social studies and world history. This course takes man at his beginnings and follows him through the various Egyptian and Greek civilizations up to the final glory and universality of the Roman Empire. The latter half of the course then covers the "Dark Ages," and its two great lights: the Catholic Church and the Byzantine Empire. It closes with a description of the individual struggle in Europe toward the modern enlightenment through the Renaissance and the Age of Discovery. The course uncovers the basic trends in past civilizations: the first glimmerings of understanding, intellectually as well as emo-



FRANK D. BROGAN, *English, Chairman*



HARRY BALFE, II, *History*



THOMAS L. SPENCE, *History*



DANIEL O. S. JENNINGS, *History, Chairman*

tionally, plus the basic needs of men for shelter and security giving rise to the first imperfect governments.

Modern European history, under Mr. Thomas L. Spence, continues the theme of the development of European countries into national, modern states, vying with each other for supremacy on the Continent. Specifics such as the consolidation of France in the seventeenth century under Richelieu and Louis XIV, plus the tremendous rise of Prussia-Germany in the nineteenth century, are covered. Finally comes the explosion of the strengthened European states in the two world wars and the resulting decline of European importance in the post-war period. Moreover, the course shows the rise of such concepts as democratic rule and communism starting from the early seventeenth century.

With American history comes, as Mr. Jennings says, a "unique opportunity for stressing morality." The American story gives one reason for thought on the entire concept of government. This course, therefore, is taught to seniors and juniors. In America budded a democracy almost from the period of colonization. The hardy spirit of Americans, taming the wild land and later going west and gaining half a continent, is mute evidence of the creative force of optimism. This optimism is fused with a study of America's economic system in the latter half of the course, and the student then can understand the unique situation of all Americans today.

Contemporary history examines man in the last fifty years and seeks to extrapolate into the future, when there may not be national governments or even political rule as we know them today or can further imagine. This course, taught by Mr. Spence, is the meeting ground between past, present, and even future. Here concepts and trends are studied for their relationship with what is to happen. Close attention is given to Europe and the two world wars.

It is the student's appreciation of the history course which is all-important. The truly historically-oriented Academy mind, whether it is occupied with ancient and medieval history, modern European history, U.S. history, or contemporary history, has a unique challenge for self-improvement. Two thousand years ago

Cicero said, "To be ignorant of what happened before you is to be ever a child." Hopefully the Academy student has abandoned the shallow concepts of childhood to feel the depth of history behind him, at the same time becoming aware that he is living in an ever-evolving historic process.

... with Many Tongues ...

A LANGUAGE course has three basic aspects: sound, structure, and expression. The sounds of a language are the means of recognition of the spoken language. The structure of a language is the logical method by which man arranges the language's component parts in such a way as to make the words themselves meaningful. The ability of successfully expressing one's thoughts in a language is the means of communication of thoughts and ideas through words.

In addition to the four modern languages presented at the Academy, there is one course which deals only indirectly with the teaching of these aspects. The basic linguistics course illustrates the function and the science of language in a general sense by examining the fundamentals of several languages: Latin, French, and Spanish. Its purpose is to make the student aware of and give him a perspective of language; therefore, the comparison of the structure and sounds of languages is stressed rather than the ability of expression, which is a consequential by-product.

Latin, the only classical language taught at the Academy, emphasizes reading comprehension and composition rather than oral expression. Through the understanding and interpolation of the content of Latin literature, the student gains a background for modern language and culture.

Methods of teaching the modern languages are fundamentally the same since they



CARL C. SCHLAM, *Latin*

CARMEN C. MARNELL, *French*





JOHN B. POST, *French, Spanish*



PAUL W. GUNZELMANN, *German, English*



PAUL A. GAENG, *Spanish, Russian, French, Chairman*

are co-ordinated with similar objectives. A great emphasis is placed on the audio-lingual approach. This method has proved very effective because it combines both hearing the language in the tongue itself and speaking the language in the classroom. These two combined make the student aware of the language's expression. This method does not exclude the other important phases of a language, the sounds and grammatical structures.

There are four modern languages taught at the Academy: French, German, Russian, and Spanish. The audio-lingual approach evolves from about a year's grammar, composition, and vocabulary. As sufficient fundamental material is acquired, total classroom discussion in the language is made possible.

"Every language student gets out of a language course only what he puts into the course." This statement, made by Mr. Paul A. Gaeng, chairman of the Language Department, clearly depicts what a student may expect from any course. It is the student's desire to learn, to contribute, and to participate which determines what he gains by his study of a language; the student with desire will be rewarded for his efforts with an ability to communicate effectively in a foreign language.

Reasoning with Numbers

A BOX of bricks is each child's first contact with mathematical concepts. As the child observes, the latent mathematical faculty of his mind is aroused. The Academy's mathematics department strives to motivate and to develop in its students this simple sense of intellectual curiosity and to prepare them, as rapidly as possible, for a level of higher mathematics and intellectual reasoning.

In maintaining and attempting to further the Academy's high level pre-college curriculum, the department, under the direction of

Mr. Philip W. Stackpole, notes as especially significant the following: strong preparation in concepts and skills; an understanding of deductive reasoning; an emphasis on inequalities and the absolute value concept; and a general appreciation of mathematical structure with respect to the algebra of real and complex numbers. A full-year course in Algebra I is offered to certain selected Grade 8 students who have demonstrated their fitness for this work. The student continues with the study of Algebra II, Plane and Solid Geometry, Trigonometry, and Advanced Algebra through Grade 11. This accelerated program makes possible the opportunity of college level mathematics, analytic geometry, and calculus, for several ambitious seniors.

Many able students, upon entering their senior year, elect to take advantage of the Academy's advanced placement courses. Advanced placement mathematics is a course intended for prospective engineering students, those thinking in terms of a career for which a higher level of mathematics is required, and those that simply think that "math is fun." The work of the year is devoted to analytic geometry and the calculus. The success of this course has proven itself very rewarding to the department.

Above and beyond the department's primary concern in preparing the student for college level work, it desires to cultivate searching interest into "the science of discrete and continuous magnitude." The student might note this underlying purpose in the very method of instruction employed by the mathematics teachers. The department emphasizes the effect the study of mathematics has on the agility of the mind. The student is expected to survey and attempt both to understand and apply in his homework new concepts which the master does not thoroughly review until the subsequent class period. Theory and the complete understanding of concepts, rather than a mere mechanical application of method, are stressed. All the students will agree that by far the best example of the department's creativity in the furthering of complete understanding is apparent in the masters' thought-provoking, hence instructive, tests. The department stresses the viewpoint that tests should not only reflect



JOHN B. NUGENT, *Mathematics*

PHILIP W. STACKPOLE, *Mathematics, Chairman*



what the student knows but also how well he can apply his knowledge.

Above the jests and the often despairing thoughts of the students upon the completion of their math tests, the entire Academy family, especially the student body, is most proud of its mathematical curriculum, which taxes the student to the extent of his capabilities on the secondary school level in a supreme effort to prepare him properly for future intensive college studies and the meeting of the complexities of life. The Academy firmly believes that strict training in mathematics conditions the mind in solving varied difficulties, especially significant in flexing the mind to encounter in stride the problems of life. Certainly the mathematics department was in mind when the Academy adopted the motto: "In the light of his education, does a man realize his life."

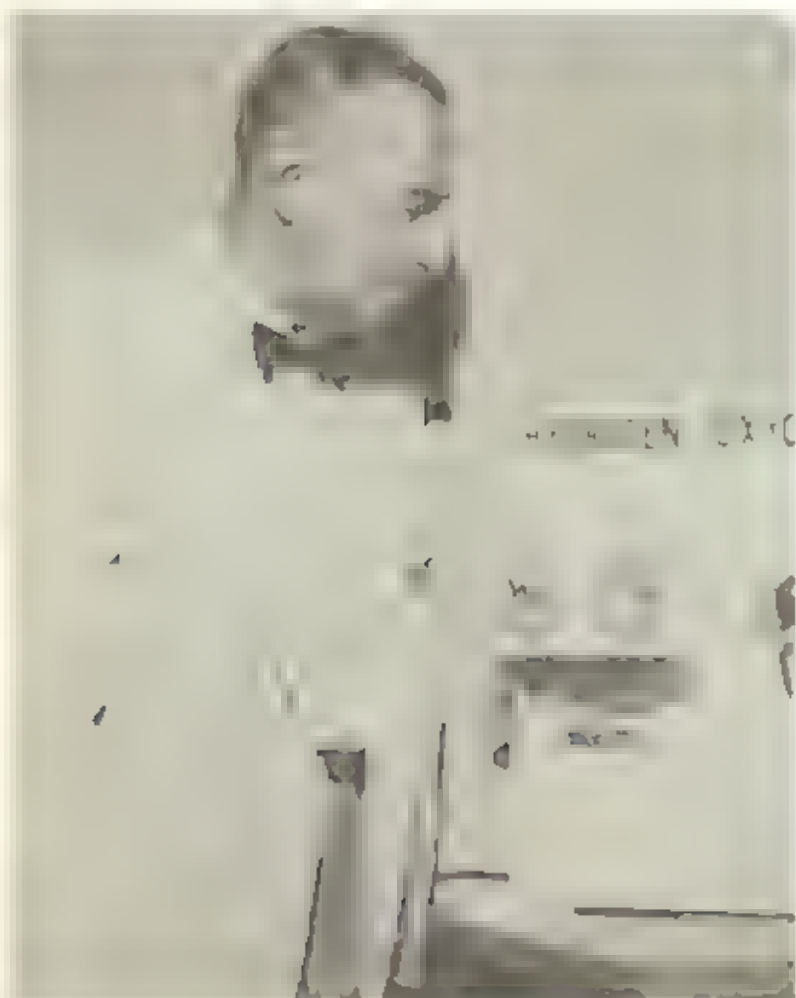
Matter Visible and Invisible

SCIENCE is the study of existence; and the Academy science course is designed to arouse the student's curiosity by making him aware of what he does not know about existence. Only after the student feels the need for knowing does each course expose him to those theories which attempt to explain the unknown.

Earth Science, taught by Mr. Lawrence H. Warbasse, exposes the student to the subtleties of his material environment—the earth, the sun, the stars. Through an investigation of such topics as the solar system and the composition and conditions of the earth, the student comes closer to answering the questions of the probable origin and direction of the universe and its components. The course also concerns itself with such practical considerations as conservation.

An introduction to advanced science, taught by Mr. William G. Sharp, head of the science department, consists of survey courses in biology, chemistry, and physics, and intro-

LAWRENCE H. WARBASSE, *Mathematics, Science*



duces the student to the necessary fundamentals of these subjects. The course is offered to sophomores and selected freshmen.

The Physical Science Study Committee physics course introduces the student to the subtle physical relationships in his environment. The course, taught by Mr. Warbasse, deals mainly with experimental hypotheses, and the student is expected to visualize practical applications for himself. For example, light, sound, and all other waves are explained in terms of water waves which can easily be investigated in the laboratory. A refreshing aspect of this course is its lack of dogmatic assertions; several plausible theories are presented for each natural phenomenon. Since the nature of light is unknown but seems to agree with the nature of either particles or waves, both states are considered as models for light. Also, as motion can be observed from infinite frames of reference, the theory of the heliocentric solar system is accepted, not because it is necessarily true, but because it is convenient.

Chemistry, taught by Mr. Sharp, is based on the theory that chemical properties are determined by molecular geometry. The properties of each element on the periodic table can be determined by its electronic structure. Inorganic chemistry is studied both quantitatively and qualitatively, and organic chemistry is introduced. Here again the student is not expected to accept facts but is expected to consider experimental evidence which seems to corroborate established theories.

Biology, also taught by Mr. Sharp, is covered from the thematic approach that each more complex organ is the end result of a series of evolutionary steps from the less complex. After examining the life functions of plants, the course deals with the life functions of animals, which are similar to those of plants. Although emphasis is placed on the organ systems of man, the organs of simpler animals are considered because they are precursors to those of man.

The interrelationships of all science is never neglected. The understanding of the solar system is imperative before universal gravitation can be understood. Finally, chemistry is used extensively to explain such biological functions as metabolism and assimilation.



WILLIAM G. SHARP, *Science, Chairman*

The extracurricular activities which existed during the early years of Montclair Academy were almost all founded through the interests of the students themselves. A group of boys might gather around a piano and have an informal song fest, later becoming the Glee Club; or a number of students might meet to discuss photographic techniques, later forming the Kodak Club. Through the years these extracurricular activities have become a more important aspect of Montclair Academy. In addition to the organizations formed to cultivate the interests and hobbies of the students there have developed groups which serve the school and those which give more depth to the academic studies. All of these extracurricular activities give added depth to the knowledge and training of the Academy student.

Matrimony in Medieval Dress

THE 1962 Academy Dramatics Club, under president Chuck Weston, concentrated in the traditional manner on presenting a play to the Academy and its friends. The joint Kimberley-Academy clubs, consisting of a small but experienced group of stu-





dents from both schools, produced a comedy written by Anatole France. The thespians, under the direction of Miss Lucy Cross from the Kimberley School and Mr. Carl C. Schlam from the Academy, presented *The Man Who Married a Dumb Wife*. Leading male players were Barry Nazarian as Leonard, Michael Noone as Adam, Ken Kessler as the doctor, and Charles Weston as Giles.

The 1962 play was a new undertaking, different from most of the joint productions. *The Man Who Married a Dumb Wife* was performed in the original dress and in settings of medieval times—not an easy task for a secondary school club to attempt. A major characteristic of the play, held in April, was the witty and entertaining dialogue, rather faithfully reproduced by the amateur players.

Limited Number Perform Well

HIGHLIGHTED by the Kimberley-Academy Concert, the Christmas Concert, and the Thanksgiving Concert, the season 1961-1962 was one of building and innovation for the Glee Club. Under the direction of Mr. Paul A. Gunzelmann, a small, compact Glee Club presented programs of sacred and secular music by Bach, Handel, Marais, Williams, and others in their three memorable concerts. In addition, the Glee Club provided the foundations for the barber shop quartet founded by seniors Barry Nazarian, Michael Noone, Robert Schmitt, and Charles Weston. Besides gaining the invaluable experience of performing before a group, the boys in the club had the unique opportunity of learning to read and understand choral music.

Undefeated Season

BY inducting freshman candidates into their organization, the Leones Debating Society initiated this year what is perhaps its most significant innovation since its founding in 1956. This constitutional change, pioneered by Mr. Carl C. Schlam, faculty ad-

Top of page. PRINCIPALS IN *The Man Who Married a Dumb Wife*: foreground l to r: Kessler, Nazarian, Byock, Lawrence, Betsy Thresher, background l to r: Lax, Benigno, Catherine Campaigne.

Lower. MR. GUNZELMANN AND THE ACADEMY GLEE CLUB: *The Kimberley-Academy Concert*.



Top. THE LEONES DEBATING SOCIETY SAMPLES LACKEY'S ORATORICAL SKILL: foreground l to r: Lackey, Stern, Fink, Edelstein, Mr. Schlam, Solomon, Bernstein; background: Schiffer, Brach, president Grubin.

Middle. MEMBERS OF THE U. N. DELEGATION DISCUSS PLANS: around the table, l to r: Harris, Lackey, Thummel, Carpenter, Brach, chairman Gerst, Feinsod, absent: Weston.

Lower. A FRIDAY ASSEMBLY: Mrs. Dallery lectures on the Experiment in International Living.

visor, and Jack Grubin, president, was a highlight of a year which brought to the society an undefeated season, with two close victories over the Delbarton School and Newark Academy and an intra-mural debate in morning meeting. In all three debates the society probed the national debate topic: resolved, that the federal government should equalize educational opportunity by means of grants to the states for public elementary and secondary school students.

Peaceful Arbitration

IN an effort to learn through participation the workings of the United Nations, the Academy sponsored a delegation of eight students, under the supervision of Mr. Daniel O. S. Jennings, at the East Coast Model United Nations held in mid-April. The delegation, consisting of president Bob Gerst, secretary Ethan Feinsod, Steven Brach, Albert Carpenter, John Harris, Douglas Lackey, Randy Thummel, and Chuck Weston, represented Mexico in both the General Assembly and the six committees of which Mexico is a member and related their experiences to the student body in an assembly held in late spring.

An Extra Dividend

IN the initial weekly assembly period Mr. Henry B. Poor, headmaster, said that the assembly period was "an extra dividend for those students willing to accept it." The intent of the administration, in this and in past years, has been to give the student an opportunity to see and hear prominent people, whose talks concerning their experiences would round out the student's general education.

The weekly assembly program opened with speakers from both major political parties in this gubernatorial election year. Mr. Herbert Vogel explained the views of Democratic candidate Richard Hughes, while Mr. Frank L. Bate expounded on the merits of Republican candidate James Mitchell. Both

men were members and workers of their respective parties.

Other assemblies conducted by speakers not directly related to the Academy highlighted the program. Mr. Richard King, one of the foremost proponent of Italic handwriting in this country, spoke on the merits of this style of writing, and helped create an interest in Italic writing within the student body. Mr. C. William Edwards, Director of Admission at Princeton University, spoke on the importance of choosing a college. In addition, Mrs. Robert C. Dallery, mother of Chip Dallery, recent Academy graduate, delivered a talk on the Experiment in International Living and illustrated her talk with slides from around the world.

Two past Academy students conducted assemblies in the winter term. Mr. Curtiss Campaigne, class of 1930, delivered a talk on the World Veterans Federation, an organization which he helped found and now heads. Mr. Campaigne related his experiences with world leaders such as Krishna Menon, General Eisenhower, and President Nasser of Egypt. Commander Howard E. Dunney, another former Academy student, described his life as an officer stationed in the bleak regions of Northern Canada and Alaska.

There were several assemblies in which present Academy students played an active role. Student leaders delivered speeches on the organizations which they lead, and the Glee Club presented its annual Thanksgiving and Christmas Concerts. Finally, Bob Gerst related his experiences in Israel last summer.

As the Headmaster has so often said, the weekly assembly period is "most unique and rewarding, since it leads students to learn through the experiences of others."

Dances of the Social Season

THE original and well-decorated senior-junior dance was an overwhelming social success as evidenced by large attendance by the student body. Under the direction of Bruce Guernsey and Gabe Rocco, the two classes created an innovation to the Academy dance program, an informal square dance. The



dance took place in the Brookside gymnasium, where the square-dance theme was enhanced by the autumnal decorations and by the music of "The Farmer Boys."

The freshman-sophomore dance, "Hawaiian Hideaway," used a Hawaiian motif and again proved a financial and social success. With Mike Donnelly, Steve Schwartz, and Kerry Brown as directors, the two classes beautifully transformed the Academy Gymnasium into a luau setting. "Jerry Kesselman and the Cleffs," a band of which an Academy student is a member, provided the music for the dance, which was attended by a large number of students.



Top. STUDENT ASSEMBLY: l to r: Brach and Grubin prepare rebuttal during an assembly in which the Leones Society debated the question of federal grants to equalize educational opportunity.

Middle. DANCING AT THE FRESHMAN-SOPHOMORE HAWAIIAN HIDEAWAY.

Lower. THE BOWLING LEAGUE: Page and T. Mascia ready to bowl.



Bowling League Founded

THE Bowling League, founded this year at the suggestion of freshman Tony Mascia, was one of the newest and most popular additions to the Academy's extra-curricular activities. Under the supervision of Mr. Daniel O. S. Jennings and Mr. Philip W.

Stackpole, the team bowled twice weekly at Bellclair Lanes in Montclair.

The club had a large active membership of approximately twenty-four students, who were organized into eight teams which competed for first, second, and third place trophies in a winter long tournament. Leading scorers in the league were freshmen Brent Barth, Bill Fries, and Tony Mascia, and juniors Rick Page and Chuck Vaughn.

Study and Enjoy Chess

AMONG the Academy's winter extra-curricular activities, the Chess Club is outstanding as both an instructive and recreational organization. Under the direction of Mr. Philip W. Stackpole, the club attempted to improve individual technique through practice without losing sight of the enjoyment and stimulation of the game.

Both unofficial practice games and intra-club tournament matches were conducted. During the unofficial games the club advisor commented on moves to help the members perfect their method of play. Frequently he engaged members in individual games to give the student the benefit of better competition to sharpen their skills. Although no official intra-club tournament was held, James Graham, a junior, emerged as the best player on a won-lost basis. This year's Chess Club consisted of a small but active and serious group which studied and enjoyed the "royal game."

Handwriting Improved

WIDESPREAD interest in Italic handwriting, generated by the comments and exhibits presented by Mr. K. Franklin Spoor, English instructor, resulted in classes in handwriting for a growing number of Italic enthusiasts. The handwriting style known as Italic is based on the simple but æsthetically appealing Roman letter forms, eschewing the cursory and laboriously made letter styles now in use. Students who adopted the Italic hand reported that they had made their penmanship more attractive while im-



Top. A WEEKLY CHESS MATCH: left side of table l to r: Graham, Mr. Stackpole, Denver, Walsh, Mutchler; right side of table: Thummel, Spaulding, Belmont, Mayer, Sessa.

Middle. THE ITALIC HAND: The practice and use of the form of handwriting adopted by a growing number of students and faculty

Lower. MEMBERS OF THE JOURNALISM CLUB OVERLOOK ISSUES OF THE *Montclair News*: first row l to r: Sessa, Cutaia, Vassilowitch, Mr. Spence; second row: Sciro, S. Schwartz.

proving both the speed and legibility of their handwriting.

The inclusion of classes in Italic handwriting in the activities offered by the school may indicate that the Academy is in the advance guard of a nationwide handwriting reform. Although interest in Italic handwriting is widespread in England and growing in the United States, the Academy is among the first schools in the United States to offer Italic handwriting classes.

Neophytes Assess News

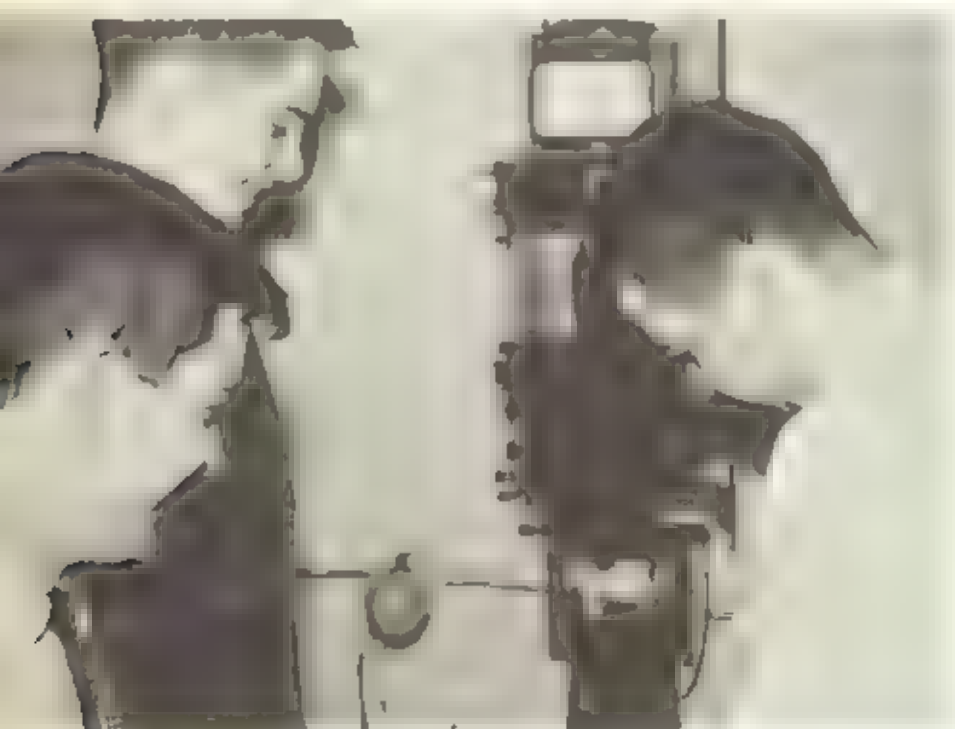
THE two-year-old Journalism Club remains a practical laboratory in journalistic technique. Under the direction of Mr. Thomas L. Spence, history teacher and faculty advisor of the school newspaper, the club explores various areas of journalism and the fundamental techniques of good journalistic style.

Intended primarily for the freshmen and the sports article, the lead, the interview, the sophomores who will soon themselves edit the school publications, the club discussed the speech article, the essence of news, proofreading, and other related topics.

The knowledge gained in the journalism club has been quickly put to use on the newspaper, the yearbook, and the Press Club. Several of the "graduates" of last year already have assumed key positions on school publications. Knowledge and application combined to produce the continued success of this vital club.

Sound Analysis

THE desire among students interested in classical music to learn more about it led this year to the formation of the music club. Under the able and knowledge-



Top. THE MUSIC CLUB CONCENTRATES ON CLASSICAL MUSIC: l to r: Brach, Gurtman, Donald, Gerst, Farrar, Lackey, Weston, Mr. Gunzelmann.

Below. PRESIDENT WARREN INSTRUCTS TWO MEMBERS OF THE PHOTOGRAPHY CLUB ON THE USE OF THE SCHOOL ENLARGER: l to r: Sciro, D. Zuckerman, president Warren.

able direction of Mr. Paul W. Gunzelmann, Academy music director, the club explored the forms and evolution of classical music, yet concentrated on the contemporary scene.

The club was formed at the suggestion of juniors Steve Brach and Mike Baten, who quickly recruited the substantial and interested group that formed the club's active membership. The club divided its time among discussion, listening and analysis, probing the intellectual and emotional depths of music.

The club's discussion first centered around compositional form, with examination of the symphony and concerto. The works of Bach, Beethoven, and Brahms, classic examples of these forms, were employed. Later the club surveyed more modern works in various forms, starting with the innovations of Charles Ives and Henry Cowell, and progressing to the present musical scene in Copeland, Schönberg, Piston, and Stravinsky.

Although the club barely was able to scratch the surface of its extensive subject, considerable progress was made; and many pieces were played and enjoyed. This first and successful year for the Music Club firmly establishes it as an integral part of the Academy's cultural pattern.

Improving Skills

AS a part of the Academy's extracurricular activities program, the Photography Club, under the direction of club president Richard Warren and faculty adviser Mr. K. Franklin Spoor, provided students with an opportunity to improve their skills in photography. Both the club president and faculty adviser gave lectures during club meetings on photographic techniques, which the members used in both taking their pictures and developing them in the club darkroom. President Warren also worked with club members in teaching and assisting them to develop negatives and prints.

To encourage student interest, a photographic contest was planned in which club members were to exhibit their best pictures.

Below. ENGLISH ADVANCED PLACEMENT STUDENTS DISCUSS SIGNIFICANT LITERATURE: *Feinsod, Simon, Gerst, Willner, Mr. Kerner.*

Lower. GEOGRAPHY IS AN IMPORTANT PART OF LEARNING A LANGUAGE: *Mr. Post, Belmont, Gurtman, Franz, Van Vleck discuss the geography of an Hispanic country.*



The members of the club also planned to visit a number of exhibitions to obtain a better understanding of the requirements of good photography.

Format Changes Emphasis

THE English Advanced Placement Course was designed to prepare its members for the difficult English Advanced Placement tests given every May. The members of the course—Bob Gerst, Ethan Feinsod, Elliott Simon, and Joe Willner—met with their advisor, Mr. Joseph R. Kerner Jr., for two hours weekly since the beginning of the winter term. The weekly meetings were held at the Academy during the evenings, and were often preceded by a gay outing of the Academy “supper club,” consisting of faculty members and Advanced Placement students.

Whereas the course last year stressed contemporary literature, emphasis this year was given to pre-World War I novels and plays and post-World War I short stories. Special attention was directed towards works by Dickens, Faulkner, Fielding, Hemingway, Ibsen, Joyce, Shaw, and Twain.

Weekly Seminars

THE French, German, and Spanish clubs joined together this year in a unified effort to present their members with more meaningful and interesting programs. To avoid the idle and ineffective sessions of past years, the three clubs became actual weekly seminars in their respective languages. Personal improvement in both aural and reading comprehension was emphasized, and preparations were done by each student on his own time. The club periods were spent in either reviewing the prepared assignments or discussing altogether new aspects of the language. Each club adviser often assumed the role of instructor, lecturing the members on varied subjects. Students found the new program useful and

enjoyable. Surely, a precedent has been set for future years.

The French Club accomplished its two primary objectives. Mr. Paul A. Gaeng first presented the members with a brief but interesting survey on the origin of the French language, beginning with the influence of ancient colloquial Latin and ending with the actual appearance of the language in 842 A.D. as Nascent Old French. Some of the first French literary documents, culminating in the well-known *Chanson de Rolland*, were examined in their original form by the club. Returning to a more modern period, the members thoroughly reviewed the following three works of the great French author Mérimée: *Mateo Falcone*, *Colomba*, and *Carmen*.

Mr. Paul W. Gunzelmann's German Club, with two members, perhaps the smallest working organization of the school, undertook a similar program, with the emphasis on modern German literature. The text used by the club contained an historical survey of German poetry as well as several contemporary plays, including *Der Beusch de alten Dames*, by Duerrenmatt, and *Hannele's Himmelfahrt* by Hauptmann.

The Spanish Club, supervised by Mr. John B. Post, gave more attention to Spanish history than literature. The program began with a comprehensive study of Spain's geography and commenced shortly into an historical survey. Weekly reports were prepared by the club members themselves, beginning with a study of early Greek and Phoenician tribes and ending with the present period.

Scientific Research

THIS year's Science Club, under the direction of Mr. William G. Sharp, had a fine turnout of about twenty boys. The officers were elected during the second meeting, with Randy Thummel as president and Dooley Dul as secretary treasurer. The object of the club was to help advance its members interest and knowledge in one particular field of science. This objective was



accomplished by the completion of specialized projects in groups of two, three, or four boys. The majority of the projects were devised to explore some specific aspect of scientific research which is still somewhat underdeveloped, such as chromatography or signal transmission via sonic waves, and possibly arrive at some hitherto unknown conclusions. Some other projects, however, were devoted to the demonstration or exploitation in some manner of an already established scientific principle or fact, such as crystalline structure.

The completed projects were all displayed in the annual Academy science fair held in early April. The club members' efforts were judged by a committee of faculty members who rated the projects on a point basis, thereby choosing a winner. Any member who felt his project to be especially fine was also able to enter it in the more comprehensive and demanding science fair in Newark. The club also offered its members other opportunities such as enrollment in summer courses of scientific experimentation and a possible trip to an exhibit at Picatinny Arsenal.

Change in Organization

THIS year's Press Club, under the leadership of president Jack Grubin, has undergone a number of organizational changes, culminating in a more efficient and hard-working group of greater service to the school. As in the past, the club issued press releases to the newspapers of the forty different communities represented by Academy students; but this year the articles were handled in a more systematic manner. Local communities were divided into six areas, covering all two hundred and four students. Jeff Blake, Steve Brach, Harvey Cohen, Stuart Emont, Bill Lax, and Bob Snyder were chosen from the club membership to handle these six areas. Announcements were sent to all newspapers concerning honor roll, sports awards, and special commendations such as election to Cum Laude and the Red

Upper. THE SCIENCE CLUB CONTEMPLATES A THUMMEL EXPERIMENT: l to r: Balen, Carpenter, Anderson, L. Zuckerman, president Thummel, D. Zuckerman, Spaulding, Mr. Sharp, Vassilowitch, Harris.

Lower. THE ACADEMY PRESS CLUB AT WORK. foreground l to r: J. Blake, Lax, Emont, Brach, president Grubin, Graham, Mr. Spence, Cohen, Snyder, Lackey; background l to r: Isenberg, Tessler, Stern, R. Johnson, Hodges, Bernstein, Byock, D. Zuckerman (hidden), Edelstein, Dobkin, Rocco.

Below. MR. SHARP EXPLAINS THE USE OF THE AUDIO-VISUAL EQUIPMENT TO CLUB MEMBERS: foreground l to r: Mr. Sharp, Anderson; background: Flagg, Brach, Walsh, Stufko, McLean, Geerlofs.

Lower. THE *Montclair News* HOLDS AN INFORMAL MEETING: around the table l to r: B. Sanderson, Lackey, Feinsod, Willner, Snyder.



and Black Society. All articles for high honor roll students were written by Doug Lackey, and a weekly school article for the *Montclair Times* was composed alternately by Jim Graham and Randy Thummel.

When it was established, the Press Club hoped to "grow each year" in importance and need. Now recognized as one of the most important agents of student publicity for the school, the Press Club had fulfilled its purpose adequately for several years.

Invaluable Aid to School

UNDER the guidance of Mr. William G. Sharp, the Audio-Visual Club once again proved itself to be an indispensable service organization by running and maintaining the school's electrical equipment. The club was, as usual, an invaluable aid to the school by operating the loudspeaker system during home football games and assembling the audio-visual equipment whenever it was needed.

Under the auspices of president Charles Weston, chief engineer Robert Schmitt, and secretary Steven Brach, the club sponsored a course in mechanics for all aspiring candidates. Nearly half the members of the Audio-Visual Club were new members, boys who had passed the test in mechanics given by the club at the conclusion of the winter term. The club's major effort was directed toward the repair of the school film projector, a project which was successfully completed by the club.

Quality Standards

CONTINUING the journalistic renaissance begun by the prize-winning 1960-61 Academy newspaper, this year's *Montclair News* retained quality standards while expanding in size and scope. Under the skilled leadership of Editor-in-Chief Ethan Feinsod, an exceptionally young but energetic

THE MONTCLAIR NEWS

Established 1927

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Editor-in-Chief
ETHAN FEINSOD

Managing Editor

Joe Willner

News Editors

Doug Lackey, Bill Sanderson

Assistant Editors

Steve Brach, Jay Dobkin

Senior Editors

John Bleyle, Henry Franz

Bruce Guernsey, Chuck Weston

Sports Staff

Mike Donnelly, Mark Tessler

Mark Isenberg, Jim Katz, Frank Sciro, John Sheldon
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Pete Stern, Bernstein, Blake, Edelstein, D.

M. Gill, Haviland, Hennessy, Hodges, Kuzma,

Lax, B. Mascia, T. Mascia, Mekeel, Schwartz

Solomon, Switzler, Wenger.

Business Manager. **Gabe Rocco**

Advertising Manager. **Bob Livesey**

Faculty Adviser

Thomas L. Spence '53

staff put out three eight-page issues, a *News* record, and significantly increased the number of articles and features in each of the year's issue to win another first place rating.

With Managing Editor Joseph Willner and News Editor Douglas Lackey comprising the paper's editorial board, *News* staff members attempted to perfect the journalistic style of the paper's articles, while providing a pleasing appearance for the paper through balanced and carefully plotted layout. The sophomore triumvirate of Mark Tessler, Mike Donnelly, and John Sheldon handled an expanded sports section, and juniors Doug Lackey and Steve Brach contributed regular features. Mr. Thomas L. Spence, faculty advisor and past sports editor of the 1953 *News*, added his suggestions and conducted a year-long campaign within the student body for more staff members.

Completeness and competence typified the paper's coverage, which included the first Montclair Academy gazetteer and the first publications of all-time records in the Academy's major sports.

The daily life of the Academy was mirrored in the paper's pages—dances, the charity drive, students awards, sports events, club activities, debates and special features, such as the plans for the new Academy buildings, were all reported to the public. Special events such as the Academy's "Mexican" delegation at the Model United Nations and the reformation of the Red and Black Society were recorded in the pages of the *News*. Recent Academy graduates reported on life in college, thus adding a new tradition to the *News*.

The school newspaper is the voice of the Academy; its thoughts are those of Academy students; its words are their own expression.

Representative Responsibility

THE 1961-62 Student Council of Montclair Academy was not only able to fulfill successfully its constitutional responsibilities, but also able to initiate new functions to its jurisdiction despite the recurring hindrance



of its inability to schedule Student Council meetings in the school's schedule.

At the beginning of the school year the Student Council concerned itself with its constitutional duties. Again the Council scheduled the junior-senior and freshman-sophomore dances; however, it decided not to hold a Student Council dance because of the lack of student enthusiasm. Also, it decided once again to hold one major charity drive by which six predetermined foundations were supported. The Council had at its disposal over three hundred and fifty dollars which was allocated this year primarily to local organizations. Again four seniors were selected for the second year to the Students' Disciplinary Committee, authorized to review problems of individual discipline; and once again Mr. Daniel O. S. Jennings ably rendered his services as the Student Council's faculty adviser.

After completing its understood duties, the Student Council extended its responsibilities in new areas. First, the Council approved the proposals to form a winter bowling league for Academy students. Afterwards, it was decided that president Doug Johnson should outline the motions resolved during each meeting, since Council meetings are not open to the student body at large. In the latter part of the year, an amendment was added to the constitution, stipulating that there must be a minimum of three class meetings for all classes each semester, in the belief that student participation in school functions would be stimulated through class meetings. Finally, a bevy of committees was organized to review several issues of concern. An honor system committee was formed to revise last year's controversial proposed Pledge of Honor, and correspondence with schools with the honor system was established to study the workings of the honor system in other schools. Another committee revised the study hall regulations for student conduct, while still another compiled a set of recommendations for expected dining room behavior.

Above. STUDENT COUNCIL DELIBERATES THE HONOR SYSTEM: around the room l to r: Podesta, Cosentino, Marquardt, Gerst, Sheldon, P. Schroeder, S. Schwartz, Russomano, vice president Guernsey, president D. Johnson, J. Hare, K. Brown, Rocco, Brach, Magnes, Abrams, Donnelly, Haviland, Switzler.



Achievement Rewarded

THE Red and Black Society, one of the Academy's oldest and most honored organizations, is a curricular and extra-curricular honor society. The purpose of the society is to provide suitable recognition for students who both maintain a high academic standard and make valuable and significant contributions to the Academy's non-athletic activities. Election to the society is based on academic achievements, work on publication organizations, participation in student government, and active membership in club activities.

This year has been one of change for the society, whose thirty-three year old constitution has been completely rewritten. Early in the year seniors Ethan Feinsod and Kenneth Kessler, president and secretary of the society respectively, and Mr. Philip W. Stackpole, faculty adviser, decided to abandon the old point system of election of members. Under the point system each extracurricular activity had been valued at a certain number of points which a student received for participation in that activity. For election to the society, a student had to obtain a minimum number of points. The president and secretary of the Red and Black Society felt that the point system encouraged quantity of participation rather than quality. The new constitution provides for quality work by requiring the faculty adviser of each student's activity to give to the society an evaluation of that student's accomplishments.

The new constitution also includes a restriction which provides that no more than one-half the total number of seniors and no more than one-fifth the number of juniors are eligible for membership to the Red and Black Society. The former rule of monthly elections has been altered so that either one, two, or no candidates may be admitted in a single month, instead of only one member each month. The new constitution has greatly increased the quality of the society to which membership is now an even higher honor.

ABOVE. THE RED AND BLACK SOCIETY DISCUSSES CANDIDATES: around the table l to r: Guernsey, Wiltner, Mr. Spence, secretary Kessler, president Feinsod, Mr. Stackpole (faculty advisor), Grubin, Gerst, Bleyle.



In the early years of the Academy the athletic program was primarily based upon the concept of body development and fitness. The gym was built for the purpose of providing students with equipment for physical development, and the several athletic teams that existed competed mainly at an intramural level. The various sports offered in the Academy athletic program have gradually become so complex that the emphasis today has become one of training in the particular sport for competition with preparatory and public schools, proven by the fact that all of the nine sports in which the Academy students participate are now designated as varsity teams. These sports, in addition to providing training in the particular skills involved, help to give the individual a sense of belonging, a sense of team spirit. Thus the athletic program gives the student a sense of individual and group participation.

Successful Season

THE seventh and eighth grade baseball team completed a successful 1961 season with a 4-1 record under the coaching of Mr. John R. Nugent. Mike Marin, who pitched a no-hitter, and Bob Glover comprised





the pitching staff, while Barry Russomano helped to provide some of the team's hitting power. One of the most exciting games of the season was an encounter with Newark Academy in which Mike Marin saved a ninth inning tie by stopping a Newark Academy batting spree.

Blazing Finish

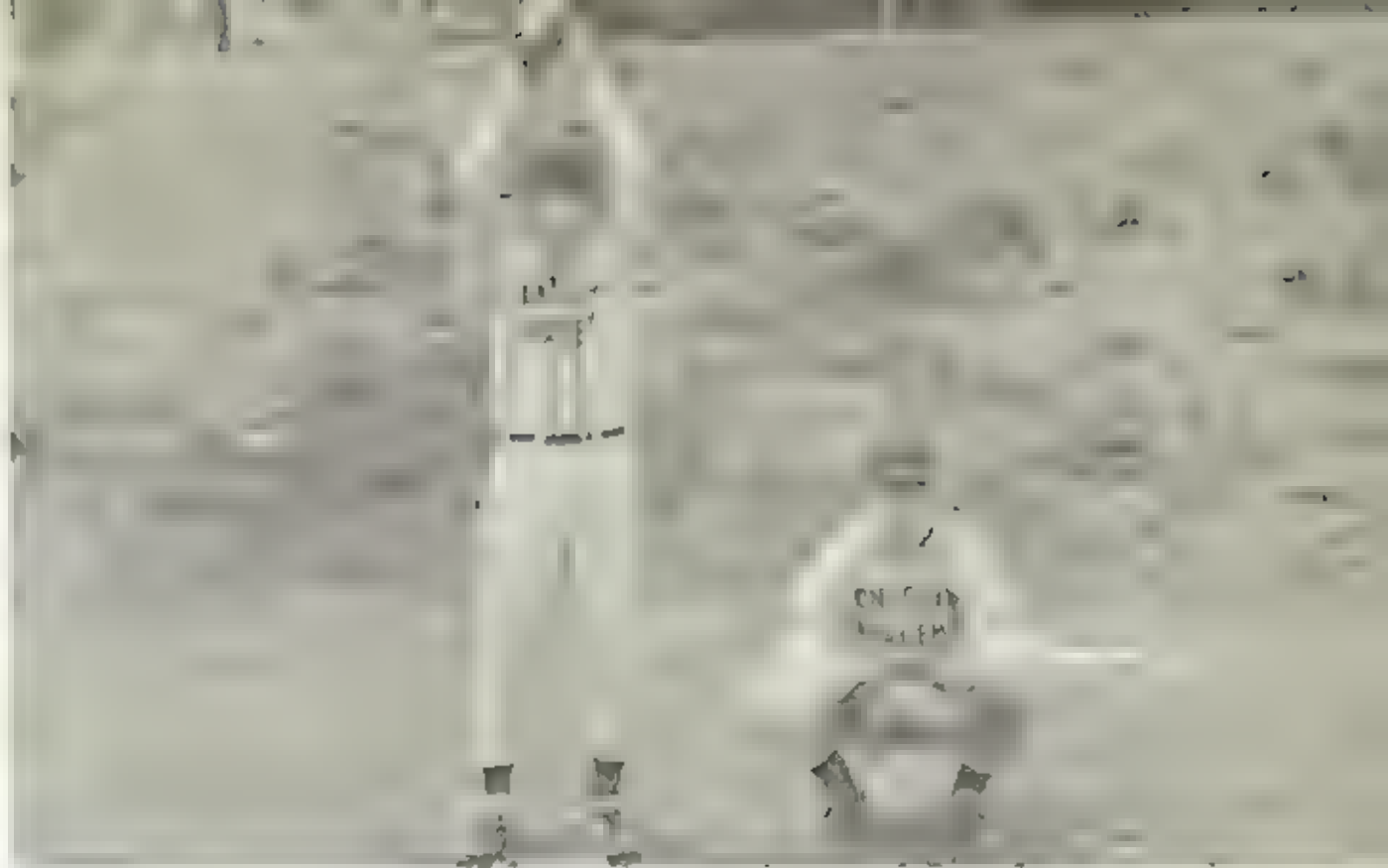
A HIGHLY competitive and greatly improved junior varsity baseball team, coached by Mr. Robert M. Clark, finished its 1961 season strongly by winning three of its last four games. This blazing finish stood in contrast to the first five hard-fought losses of the season. Initially, the team lost to Wardlaw School, Delbarton School, Saddle River Country Day School and twice to Newark Academy. Toward the end of the season, the team was sparked by fast ball aces Mark Tessler and Heyward Moss and by the deceptive southpaw Andy Abrams. Along with this fine pitching, both the fielding and batting averages rose sharply. The infield combination of Kuhlman, Black, Tessler and Sciro was backed up by the dependable catching of Mike Donnelly. The sophomore outfielders, Abrams, Tarrant, Emont, Stufko and Howard contributed solid hitting along with their good fielding.

The team's best performances were an upset over the strong Wardlaw School team by

Below. SEVENTH AND EIGHTH GRADE BASEBALL: first row l to r: coach Rawlins, Stern, Kluge, Russomano, Barth, Brown, O Johnson, Sessa, Fain, Schoenau, Edelstein, coach Nugent; second row: Sotardi, Calder, J. Hare, Burkhardt, Duva, Mattia, B. Glover, T. Mascia, McCullagh, Flagg, Bernstein; third row: B. Fries, Stearns, Switzler, Haviland, W. Fries, Livesey, Walton, W. Gregg, Beckley, Lyons; fourth row: R. Magrane, Flynn, Villurosa, Russell, Marin, Jensen, K. Schroeder, McWilliams, Gordon, A. Schroeder.

Lower. JUNIOR VARSITY BASEBALL: first row l to r: coach Clark, Tarrant, A. Abrams, Dobkin, Moss, Magrane, Sciro, Kuhlmann, Lax, Donnelly, coach Sharp; second row: Clott, Riter, M. Tessler, Emont, Howard, Benigno, Stufko, Intile, Carpenter, Levine, Haviland; third row: Thummel, Zuckerman, Snyder, Noyes, Broadfoot, Constantine, Bull, Harris, Vassilowitch, Cutaia.





a score of 12-1 and a 3-0 loss to Delbarton School, which had previously defeated the Academy 15-0. Nearly all players tagged the three Wardlaw pitchers for one or more hits. Outstanding at the plate were Bob Black and Heyward Moss, who hit the team's only home run of the 1961 season. Coach Clark is justly proud of the fine material he is building for the Academy's future teams.

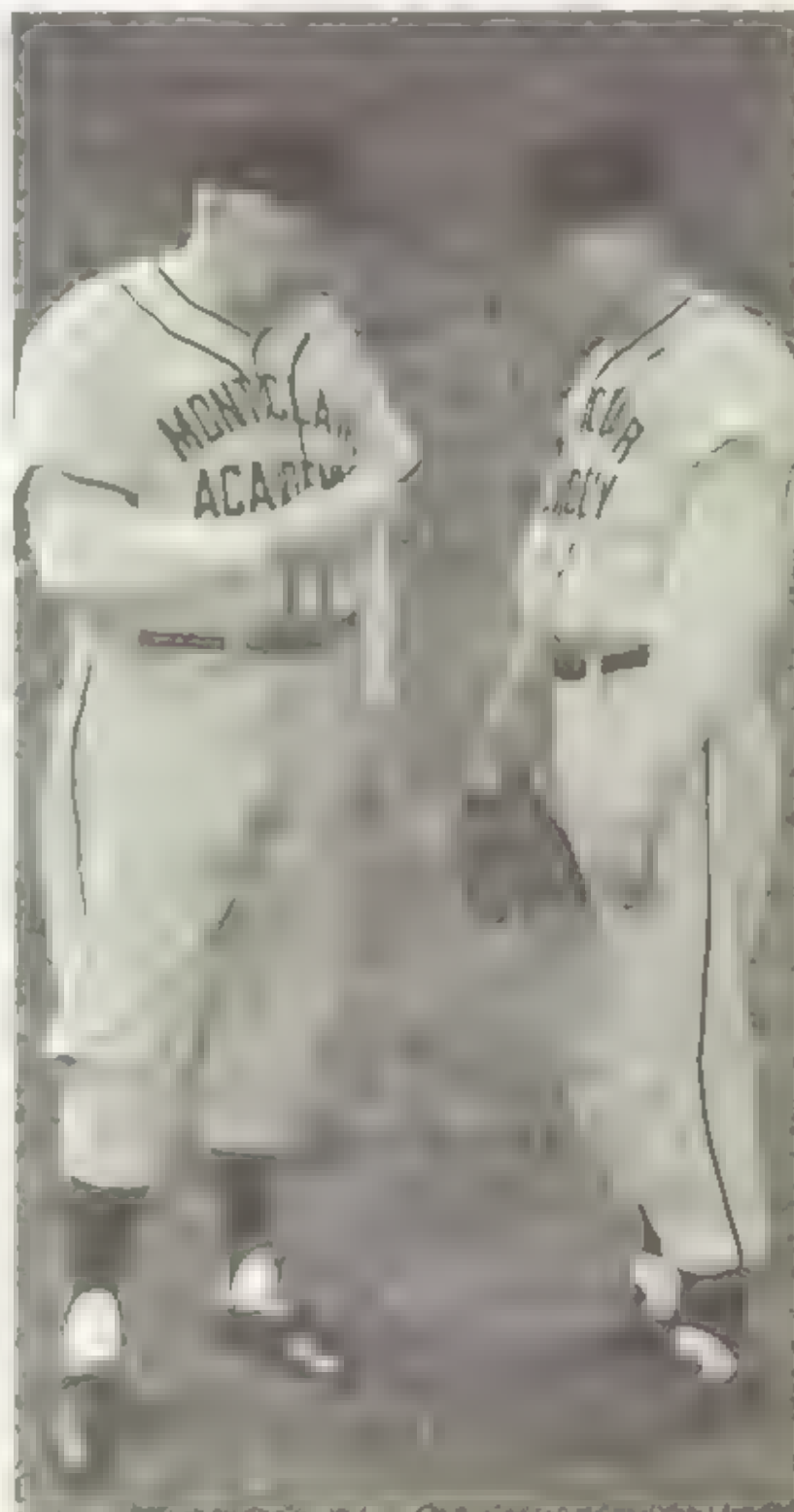
Ball Team Co-Champions

A VICTORY over the Delbarton School brought the Academy's 1961 baseball season to a rewarding conclusion. Coach Edwin Van Brunt had conjectured that the team might be too inexperienced; however, some key positions were quickly filled by capable newcomers such as Mike Schleifer at 2nd base, Bruce Guernsey at 3rd, and Marc Isenberg at 1st. Two players received All-State recognition for their outstanding play. Shortstop John Bleyle, who fielded and hit well all year long, made the third team, while pitcher Andy Lukos with his unorthodox style was placed on the second All-State team.

In the season's opener, the Lions encountered a strong Morristown School team. The Red and Black, led by the hitting of Captain-elect John Bleyle, and the clutch-pitching of Andy Lukos, secured a 6-3 vic-

Across top. 1 to r: Bleyle, Guernsey, Schleifer, Isenberg, J. Abrams, A. Tessler, Root, Lukos, Schmitt.

Below. COACH VAN BRUNT with star pitcher Lukos.



tory. After bowing to Delbarton School in the second game of the season, the Academy won seven straight ballgames. Highlighting this streak was the superb fast ball pitching of Andy Lukos and the continued long-ball hitting of John Bleyle, Jeff Abrams, Alan Tessler, Robbie Root, and Andy Lukos. Lukos gave a fine performance with his eighteen strikeouts against a hapless St. Bernard's School team, while captain Roger Goldin continually threatened the opposition with his bunting. The loss of Goldin, suffered while sliding into home plate, could have proved crucial; but junior Bob Schmitt filled in capably as he compiled the highest batting average on the squad, at .400. The Academy showed its vast improvement over earlier season play by winning the return match with archrival Delbarton. Andy Lukos' game-tying home run was one of the most exciting moments of the '61 baseball season. Another very exciting moment came when M.A. made its first triple play since 1926. In a game against Oratory, Robbie Root fielded a long fly ball, relayed it to first baseman Marc Isenberg, who in turn threw it to catcher Schmitt in time to catch the man trying to score. Schmitt then ran the runner down between 2nd and 3rd.

Throughout the season M.A. had a very powerful hitting attack. The team batting average was a high .323. Many of the starters will be back next season, including Bleyle, Schmitt, Lukos, Isenberg, Schleifer, and Guernsey. With the addition of some fine new talent, the Academy should continue its hard hitting and winning trends.

Looks to Future

THE 1961 seventh and eighth grade track team, coached by Mr. Varick D. Harrison and Mr. Earl H. Sexton, completed a hard working building season which was unfortunately capped by losses to their only two opponents. Nevertheless, in their losses to Newark by a score of 11-43 and to Delbarton by a score of 26-37, shot putter Peter Geerloofs,

Top. LUKOS, BLEYLE, AND SCHLEIFER conclude another practice.

Middle. VARSITY BASEBALL: first row l to r: Lukos, Guernsey, Root, J. Abrams, capt. Goldin, A. Tessler, Schmitt, Bleyle, Schleifer; second row: asst. coach Metzger, Cohen, Isenberg, D. Carpenter, Ennis, Turer, Franz, Rocco, coach Van Brunt; third row: managers Warren, Gill, Weston, Lundt, Waugh, Sommer.

Lower. SEVENTH AND EIGHTH GRADE TRACK: first row l to r: coach Harrison, Zanetti, B. Mascia, M. Staff, Hirsch, Geannette, coach Sexton; second row: Hobson, Schenck, Vandermade, Fink, Haines, Deryckx, Stefanelli; third row: D. Snyder, Shupik, G. Hare, Geerloofs, P. Sanderson, Allen, Kuzsma.



high jumper Mike Fink, and sprinter Peter Sanderson proved especially outstanding in each of their events. To the seventh and eighth graders, as to Carl Sandburg, "the past is a bucket of ashes" and toward next year they look with determination.

Team Spirit High

THE highly-spirited Academy Track and Field Team, under the leadership and guidance of captain A. G. Rosen and coaches Varick Harrison and Philip Stackpole, completed its 1961 season with a 2-3-1 record. The strong competitive and individual efforts of the members of the team, almost all underclassmen, contributed to make the season an exciting one.

After two rained-out meets, the Academy opened its season with a strong Morristown team, only to go down to defeat by a score of 22-50. The trackmen then bounced back, however, by tying a tough Oratory team by a score of 36-36. With a 0-1-1 record and anxious for a win, the Red and Black traveled to Newark Academy and brought back a rewarding 40-32 victory over the Minutemen. This triumph was announced by "... an ancient tribal dance which was performed on the baseball field by certain members of the track squad." In this contest with Newark, John Farrar jumped 5 feet, 7 inches in the high jump; and John Sheldon leaped 19 feet, 1 inch in the broad jump.

With one victory finally on the record, the Academy encountered its strongest op-School soundly by a score of 54-18. Doug Johnson made his best 880 time for the season by finishing in 2 minutes, 10 seconds. In the two remaining meets of the season, the Academy encountered its strongest opponents. The Lions suffered a 23-49 defeat at the hands of a long-winded Eastern Christian High School team; however, Mike Noone ran his fastest 220 of the season in 24.5 seconds. In the season's last dual meet the trackmen lost to a powerful Delbarton



Top. LAWRENCE beaten by a step in Newark mile.

Middle. FARRAR shows Morristown how it's done.

Lower. J. SIMON nipped at the tape.

team, 24-48. John Lawrence came in first place with a 5 minute, 17 second mile, his finest for the season. Also Chris Rose put the shot 38 feet at this meet.

The team finished its season by participating in the North Jersey Ivy League Championships at Brookdale Park. In these championships John Farrar and Mike Noone proved themselves capable runners by placing second and third respectively in the 440 yard dash. Farrar set an individual record of 53 seconds in this event.

The prospects for the 1962 season look somewhat brighter since most of the veterans and varsity letter winners, including captain-elect John Farrar, will be returning.

Achieves in Tournaments

LED by the strong individual performances of Steve O'Neill, Ethan Feinsod, and Rowland Johnson, the 1961 Academy Tennis Team finished their season with a winning 7-4 record. In addition to their creditable record in regular competition, the team also compiled an impressive record in both the New York Metropolitan Tournament at St. John's College and the Lawrenceville Independent School's Tournament.

Starting the season well with a 3-2 victory over Newark Academy, the team, which usually consisted of Steve O'Neill, Ethan Feinsod, Rowland Johnson, captain Bob Gerst, Mike Mekeel, Art Gurtman, Van Penick, and Danny Hodges, suffered a 4-1 defeat at the hands of Delbarton in their next match. The Academy snapped back to successive victories over Eastern Christian and Wardlaw before losing to Morristown School, 3-2. This same pattern of alternating wins and losses repeated itself through the remainder of the season.

The 1961 season was highlighted by the two interscholastic tournaments in which part of the team competed. O'Neil, Feinsod, Johnson, and Gerst entered in the singles competition at Lawrenceville. Johnson, using his big serve to best advantage, reached the



Top. VARSITY TRACK: first row l to r: managers Peterson and J. Blake, coaches Stackpole and Harrison, managers LaPlant and Borchers; second row: Spaulding, D. Johnson, Noone, Donald, Rose, captain Rosen, Farrar, Sheldon, Roselene, Lawrence, Lackey; third row: McKaba, J. Simon, Hemphill, Magnes, Graham, Walters, Carrad, Byock, Grubin, Wagner; fourth row: A. Sluff, Dul, Ramundo, Kelley, Baten, Brach, Anderson, Kessler, L. Zuckerman.

Lower. JOHNSON lays into another serve.

quarter-finals in his division, thereby placing fourth in the state in that division. For the first time the Academy entered a full team, consisting of O'Neil, Feinsod, Johnson, Gerst, and Mekeel in the St. John's tournament. The doubles team of O'Neil and Johnson reached the quarter-finals before they were defeated by the Trinity School of New York, the team which eventually won the competition.

Uneven Course

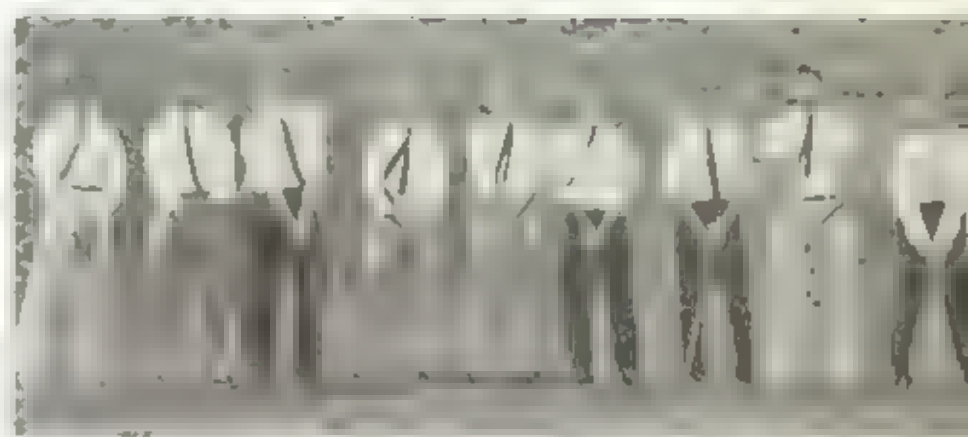
SPIRITED by the long drives and sure putts of co-captains Fred Lewis and Dick Warshaw, the 1961 Montclair Academy golf team compiled a 3-3-1 record, finishing at the .500 level or better for the third consecutive season.

The team, coached by Mr. Robert D. Cobaugh, which consisted of Lewis and Warshaw, Elliott Simon, Dave Barney, Dave Levin, Steve Schwartz, and Jim Katz, had their most successful matches with the Carteret School, beating them 4-0 in both. Warshaw, Lewis, Simon, and Lundt won their matches in the first encounter with Carteret; and Warshaw, Lewis, Simon, and Schwartz were victorious in the second Carteret contest.

Dave Levin was the only scorer in the Academy's one contest with Pingry School, as the team lost to a superior six, $5\frac{1}{2}$ to $\frac{1}{2}$, in the season's first match at the Montclair Golf Club.

A few missed putts prevented the Academy from upsetting the favored Delbarton School team in the most exciting contest of the '61 season. Despite their 7-1 defeat in the first Delbarton match, the team was led by Simon and Schwartz to a 3-3 draw in the return contest.

The golf team split its two matches with public high schools, defeating a strong Caldwell High School team, $3\frac{1}{2}$ to $2\frac{1}{2}$, but succumbing to a superior Belleville High School team, $3\frac{1}{2}$ to $2\frac{1}{2}$. In the Caldwell match, Simon and Barney overcame early deficits, enabling them to secure a victory for the Academy. The Belleville team, however, capitalized on several Academy misplays and thus was victorious.



Top. VARSITY TENNIS: first row l to r: manager Mead, co-captains Feinsod and Gerst, O'Neill, manager Willner; second row: coach Balfe, Wolf, VanVleck, Penick, R. Johnson, B. Sanderson, Gurtman, Mekeel.

Middle. VARSITY GOLF: l to r: Levin, S. Schwartz, Gilbert, Lewis, Warshaw, Clott, Barney, E. Simon, Katz.

Lower. TENNIS CAPTAIN for 1962, Elliott Simon.

In the statewide championship of independent schools, the Academy placed an unimpressive fifth. In this tournament Elliott Simon was the low man for the Academy.

The loss of the first two men, Warshaw and Lewis, will be a severe one; yet next season's captain, Elliott Simon, has proven himself a capable leader and an excellent golfer. Returnees Schwartz, Levin, and Katz should provide a strong nucleus for next year's team.

Youthful Squad Builds

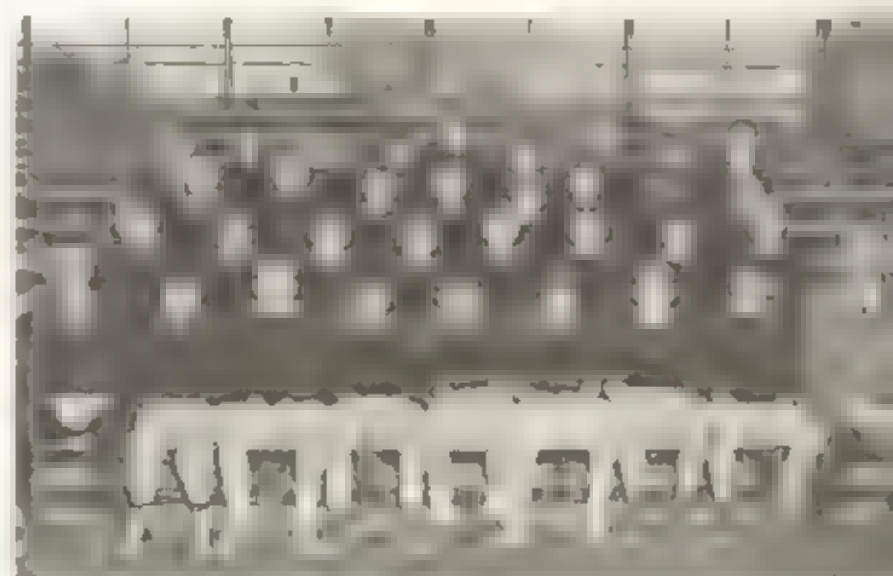
THE seventh and eighth grade football team, coached this year by Mr. Daniel O. S. Jennings, enjoyed a very profitable season. The seventh and eighth graders decisively won five games while losing only two, and these by small margins. The passing of Jim Stearns and the catching of Dave Haviland were important factors in the success of the team. The annual game against Brookside School was won by the Academy seventh graders by a score of 12-6. This encounter with Brookside is particularly noteworthy as the Academy was faced by an almost completely new set of rules when they arrived at Brookside. On the fifty yard field, it was necessary for a player to sprint the entire length of the field not once, but twice before he could score a touchdown for his team. Early game perplexities abated after several minutes of play, and the 11 youngest Academy ambassadors proved once again the mobility of Montclair Academy.

Increasing Gains

RUNNING from an alternating wing "T" and a single-wing formation, a young junior varsity football squad, coached by Mr. Joseph R. Kerner, Jr., completed its 1961 building season with a 1-4 record. The starting team, composed almost wholly of freshmen, steadily improved during the fall season. In the first four contests, two with Morristown School and two with St. Bernard's School, the Academy eleven faced bigger and

Top. SEVENTH AND EIGHTH GRADE FOOTBALL: first row l to r: coach Schlam, B. Fries, Stearns, P. Schroeder, K. Magrane, A. Schroeder, Hutson, Haines, coach Jennings; second row: Walton, Traendley, Beckley, Thresher, R. Glover, Sandwall, Degan, Haviland; third row: Judell, Spent, Cosentino, Trackman, Podesta, Knowles, D. E. Gill, Weisman; fourth row: Boack, Flynn, M. Schwartz, Stefanelli, McWilliams, Villarosa, Brune, L. Blake, Ames.

Lower. JUNIOR VARSITY FOOTBALL: first row l to r: Marin, Eliezer, J. Hare, O. Johnson, Belmont, Donnelly, S. Schwartz; second row: Stillwell, Burkart, Ferrara, Fain, Sessa, Bull; third row: G. Hare, Killgore, Mattia, Duva, R. Glover, Mutchler, Barth; fourth row: Flagg; coaches Kerner, Van Brunt, Marnell; Stone.



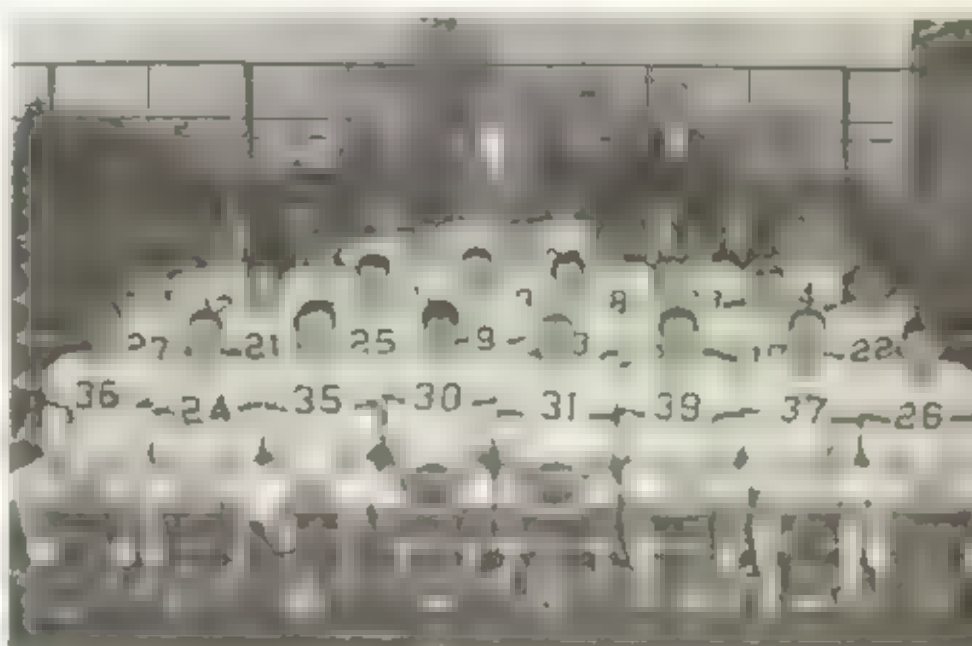
more experienced opponents. They fought furiously but futilely and tasted defeat in all four contests. Finally, in the last game of the season, the J.V. contingent, led by quarterback O. B. Johnson and tailback Joe Hare, emerged victorious by upsetting Delbarton School 19-6.

Outstanding for the junior varsity this season were top ground-gainers O. B. Johnson and Joe Hare, fullback-linebacker Barry Belmont, kicking specialist Mike Marin, and guard Dick Fain. With many of the season's ninth graders possibly moving on to the varsity next year, Mr. Kerner hopefully awaits the prospects from this year's seventh and eighth grades.

Best Eleven In Seven

UNDER the able guidance of head coach Carmen Marnell, assisted by Joseph Kerner and Edwin Van Brunt, the 1961 Academy eleven had its finest season since 1954. The grueling pre-season workouts commenced on September 6th and enabled coach Marnell to institute a new multiple offense consisting of a wing-T, single wing, double wing, and the spread formations. Displaying a high-scoring offense capped by a record-breaking total of 78 points scored in two consecutive games and a stubborn defense allowing an average of 12 points per game thus earning the nickname the "animals", the football team finished the season with a 5-3 record. The team, however, was even better than the record appears because the schools which defeated the Academy lost a combined total of only one game. It should also be noted that Montclair opened relations with four new teams: Solebury, Concordia Prep, Woodmere, and Eastern Military.

Two of the Academy starters, Dooley Dul and John Farrar, received All-State recognition on the third team in the private school category as selected by the *Newark Star Ledger*, while Andy Lukos achieved All-Essex County honorable mention in the *Newark Evening News*. Although highlighted by these and other fine in-



Top. CO-CAPTAINS GERST AND NOONE flank head coach Marnell.

Lower. VARSITY FOOTBALL: first row 1 to 7: Nazarian, Schmitt, Dul, co-captains Gerst and Noone, Magnes, Donald, Farrar; second row: Broadfoot, Lukos, Schleifer, Lawrence, Tarrant, Hemphill, Sheldon, Abrams; third row: Eliezer, O. Johnson, Sommer, Spaulding, Belmont, Alpren, Ramundo; fourth row: mgrs. Russomano and Katz, J. Hare, Donnelly, Marin, Barney, mgrs. McLean and La Plant; fifth row: Dr. Weiss, coach Van Brunt, coach Kerner, head coach Marnell.



dividual performances, the season was marked by a strong team effort.

One of the highlights of the 1961 football season was the first annual meeting of the fathers of the team. At this event coach Marnell discussed the offense, the defense, and the method of training of both the varsity and junior varsity teams. Mr. Brogan gave a scouting report on Collegiate, and co-captains Gerst and Noone reviewed the previous games. Films were also shown to illustrate the captains' remarks.

With the loss of eleven seniors, next season Coach Marnell will depend upon the eleven returning lettermen, including captain-elect Andy Abrams, Tom Alpren, John Sheldon, and Fred Broadfoot.

FOOTBALL GAMES SUMMARY

Montclair Academy: 13, Morristown: 6

Behind throughout most of the game, the Academy, sparked by quarterback Andy Abrams, scored two fourth period touchdowns to overcome Morristown, 13-6.

Above SENIOR FOOTBALL PLAYERS first row
 1 to 8 Hempel, Noone, Schmidt, Schneider,
 Noone, Magnes, Donald, second row, Lukos,
 Gerst, Farrar, Dul.

Concordia Prep: 15, Montclair Academy: 0

Having journeyed to Bronxville, N. Y., the Red and Black faced an overpowering defense and suffered its first loss at the hands of Concordia, 15-0. The game was further marred by a head injury to Bob Gerst which kept him out of action for two weeks.

Montclair Academy: 27, Solebury: 8

On the first play from scrimmage John Farrar sprinted 61 yards to pave the way to a 27-8 victory. John Sheldon ran for two long touchdowns, and high-scoring Andy Lukos provided the remaining points.

Collegiate School: 13, Montclair Academy: 6

Unable to mount a consistent offensive threat, the Academy bowed to undefeated Collegiate School, 13-6. The Academy's lone score came from a 33 yard touchdown pass from Andy Abrams to end Tom Alpren.

Below. DOOLEY DUL sizes up the opposition.



Montclair Academy: 39, Woodmere: 0

The Lions displayed a devastating offensive and led the hapless Long Islanders 39-0 at half-time. Although there was no further scoring, many of the reserves gained invaluable experience. John Sheldon and Andy Lukos each scored two touchdowns, while Andy Abrams and Bill Spaulding scored one each.

Montclair Academy: 38, Eastern Military: 0

M.A. continued where it left off at Woodmere and overwhelmed a strong Eastern Military team 38-0. This game was easily the Academy's best of the season. Andy Abrams threw three touchdown passes, and Lukos, Farrar, and Sheldon each scored two.

Newark Academy: 31, Montclair: 6

The Academy reversed its previously impressive form and bowed to a superior Newark Academy team, 31-6. The lone high point came on a fine broken-field 61 yard burst by Andy Lukos.

Montclair Academy: 35, St. Bernards: 13

Senior linemen Doug Donald, Barry Nazarian, Larry Magnes, Mike Schleifer, Mike Noone, Bob Schmitt, Ray Hemphill and Dooley Dul excelled in their last Academy game. They consistently opened up huge gaps and frustrated the Saints' offense to provide an impressive 35-13 finish.

Gains Needed Experience

THE Academy seventh and eighth grade soccer team, coached by Mr. K. Franklin Spoor and Mr. Paul W. Gunzelmann, compiled a creditable record of one win, one loss, and one tie. The team beat Englewood School,

Top FARRAR displays all-state form
against Collegiate

Middle. LUKOS dumped by Newark Academy.

Bottom. DONALD scores as ALPREN looks on.



1-0, and tied and were later defeated by Wardlaw School. The squad, though plagued by injuries to several key players and a lack of experience, improved steadily throughout the season. The well executed kicks of captain Brant Switzler and the fine defensive play of Bob Mascia combined to give the Academy's opponents some strong competition.

Improves Over Past Seasons

THE booming kicks of John Bleyle, the long sideline drives and slicing goal attempts of captain Mike Mekeel, the crucial saves of goalie Bruce Guernsey, the reverse zig-zag dribbling of Elliott Simon, and the sailing kicks of Ken Kessler, sometimes fair and sometimes foul, are all memories which the soccer team cherishes far above its 2-3-4 record. Pre-season practice began at the Academy in early September, directed by Mr. Robert M. Clark in order to teach soccer to the several new boys and also to provide additional training for the returning veteran players. This early start proved especially profitable for first year players John Bleyle, Doug Johnson, and Lew Solomon, all of whom later became regulars on the starting team.

Undoubtedly the most exciting and rewarding game of the season was played in New York City against the Fieldston School, the newest opponent on the Academy's soccer schedule. A dark cloud of doubt hung over the Academy players when they learned that Fieldston had gone undefeated the previous year and that they had ranked second in the East. As if this record were not enough, a Fieldston player, without uniform, jogged past the soccer team as he was gently tapping a soccer ball, with his heel, over his shoulder and then catching it effortlessly on his toe. Mr. Clark quickly ran to the Academy's rescue by declaring that a hard-working and "hungry" squad would be a threat to any team. From the very beginning the spirited Academy eleven held Fieldston, and



Top. SEVENTH AND EIGHTH GRADE SOCCER: first row l to r: Mason, Gregg, Slack, Burde, Hanus, Wood, Wenger, Wilson, Schett, Maxwell, Erwin, H. Zuckerman; second row: coach Gunzelmann, Brundage, Zanetti, Palen, Paterson, Calder, Trippe, Kuzsma, Switzler, Poekel, Orgain, Geannette, B. Mascia, Hennessey, Gordon, coach Spoor; third row: T. Johnson, Deryckx, Vandermade, Yolken, LeCain, K. Schroeder, P. Sanderson, Conzen, D. M. Gill, Knowles, Schenck.

Middle. BLEYLE stops Morristown drive.

Bottom. CAPTAIN MEKEEL dribbles down field.



early in the first period Lew Solomon scored from the left side of the field. Goalie Bruce Guernsey played his most outstanding game of the season, blocking some 25 Fieldston goal attempts. Although unable to score again, the Academy held Fieldston scoreless.

During the season goals were scored by captain Mike Mekeel, Bruce McKaba, David Levin, and Lewis Solomon. Because underclassmen scored the majority of goals and captain-elect Albert Carpenter and eight starting players are returning, Mr. Clark is looking forward to an improved season next year.

Determination and Effort

DETERMINATION, outstanding effort, and an aggressive attitude were three distinguishing features which marked the 1961 Academy Cross Country Team. The team, including nine novice runners, gained much experience despite its losses to three superior teams: Morristown School, College High School, and Wardlaw School. Coach Morse was sure that the boys increased endurance as a result of the experience they gained from each individual meet. The veterans of the team, captain Doug Lackey and Kenneth Stufko, and newcomers Bob Snyder and Russell Stark, provided a nucleus for the squad.

ABOVE. VARSITY SOCCER: first row l to r: Kluge, J. Blake, Shupik, Solomon, Denver, Emont, captain Mekeel, Carpenter, Lax, McKaba, O'Shea, Apgar; second row: assistant coach Spence, W. Fries, Dobkin, Anderson, LaBonte, Royce, Page, Jensen, Warren, Byock, Livesey, Rocco, Schiffer, Harris, T. Mascia, Fink, coach Clark, third row: Levin, Benigno, Simon, D. Johnson, Kuhlmann, Moir, Kessler, Bleyle, B. Sanderson, Graham, D. Zuckerman, L. Zuckerman, Allen, Guernsey.



For the eleventh annual intramural meet held between the halves of the last home game, Douglas Lackey, Bob Snyder, and Kenneth Stufko received gold, silver, and bronze medals respectively for their achievement in the race. With all lettermen returning next year, Coach Morse looks forward to a successful fourteenth cross country season.



Tennis Skills Developed

IN order to learn the fundamentals of tennis, a small number of boys participated in the 1961 Academy fall term Tennis Clinic. One of the main objectives of the clinic was to make it possible for those boys who were unable to play on the

Top. DOUG LACKEY jumps off to an early lead.

Lower. VARSITY CROSS COUNTRY; first row l to r: manager Franz, Willner, Lackey, Stufko, Noyes, Isenberg, Hauck, coach Morse; second row: Snyder, Stark, Gurtman, Grubin, Russo.

regular varsity squad to further their present ability. The fourteen boys in this group met each day and were both instructed in the service technique and all basic strokes or the boys, under the coaching of Mr. Philip W. Stackpole, showed considerable improvement and may be prospective players on the Montclair varsity in the Spring.

During the time that the clinic was in progress, the Woodford Memorial Cup Tournament was held for the thirty-two boys who wished to participate. For the second consecutive year the finalists were Ethan Feinsod and Roland Johnson, both seniors. Each is known for his distinctive strategy, Feinsod being primarily a defensive player, Johnson taking pride in his big serve and put-away shots. Perhaps one of the deciding factors in this match was that Johnson double-faulted a total of 22 times, thus losing a total of 5½ games due to poor service. After one and three quarter hours of tense action, Feinsod won the final round match by a score of 3-6, 10-8, 6-2.



O'er All Victorious

THE seventh and eighth grade wrestling team opened its first official season with two victories. During the season the team learned and developed the fundamental skills of wrestling under the supervision of Mr. John B. Post and the instruction of junior Bill Sanderson.

Both Wardlaw and Englewood Schools fell victims to the aggressive Academy team. The first match against Englewood ended in a 16-5 victory for the Academy team, having lost only one contest. Hennessy, Haines, Palen, D. E. Gill, and Sanderson all scored for the Academy. Although Wardlaw proved to be

Top FALL TENNIS (first row l to r. Hedges, Edelstein, Vaughan, Levine, Tessler, Manley, Mr. Stackpole, second row Cohen, Brach, Thummel, Bernstein, Vassilowitch, Batan, Geerlofs.

Below TENNIS CAPTAIN for 1962, Ethan Feinsod

an even stronger opponent, the Academy team ultimately succeeded in overpowering them by a final score of 30-20. The aggressive spirit of the team was apparent as Hennessy, Haines, Walton, D. E. Gill, Sanderson, and Villarose defeated their opponents. The seventh and eighth graders are now looking ahead to an even fuller season next year.

Individuals Important

THE learning of holds, constant conditioning, and dieting all contributed to the strenuous training of the 1962 Montclair Academy varsity wrestling team. Coached by Mr. Harry Balfe, II, for the past five years, the varsity has grown from twelve to approximately thirty members.

This year a dual meet record of 3-5 ended successfully with three out of four wins, two victories against Wardlaw and one against Morristown. A high point of the season was the 18-0 victory by 106-lb. Mike Manley in the first Wardlaw meet. The fastest pin was at Morristown in fifty-four seconds by heavy-weight Mike Ramundo, who was probably the most improved wrestler after his first year in this sport. The first wrestling clinic for fathers, during which the sport was explained and holds were demonstrated, was a success.

A wrestler, like any athlete, must have the will and desire to win; in wrestling, competition is an individual matter, and an individual's effort is for the purpose of the entire team's and the school's satisfaction. Entering for the first time, Montclair Academy wrestlers showed the necessary drive by tying for eleventh place out of thirteen places in the New Jersey Independent School Tournament held at Peddie School. Four of the seven Academy wrestlers won matches, while Barry Nazarian, in the 165-pound class, won matches against Blair and Delbarton. Nazarian also maintained an undefeated record, while he remained the second high scorer in the dual meets this season. Barry has won fourteen consecutive matches over a two-year period. Captain-elect Bill Sanderson won one match with a pin over Bordentown Military Institute; Bill was the



Top. SEVENTH AND EIGHTH GRADE WRESTLING: first row l to r: Calder, Gorden, Hobson, La Rocca, Haines, Orgain; second row: Walton, Brune, P. Sanderson, D. M. Gill, Conzen; third row: A. Schroeder, Mason, Thresher, D. E. Gill, Yolken, Villarosa, coach Post; fourth row: assistant coach B. Sanderson.

Middle. VARSITY WRESTLING: first row l to r: Hemphill, B. Sanderson, captain Schleifer, Nazarian, Noone; second row: Grubin, Carpenter, Manley, Kluge, Fink, Van Vleck, Livesey; third row: manager Sommer, Eliezer, Broadfoot, coach Balfe.

Bottom. NAZARIAN gains the upper hand.

high scorer for his third consecutive year. Captain Mike Schleifer, a semi-finalist in the tourney, defeated a boy from Englewood School. Finally, Mike Noone, a 154-pounder, won his match against Bordentown Military Institute. This year the Robert E. Livesey wrestling trophy, awarded to an individual for his "attitude, example, and competitive spirit," was given to Barry Nazarian at the spring athletic dinner held in late May.

With the help of some members of this year's undefeated seventh and eighth grade team and a strong desire to win, the varsity wrestling team of 1963 should impress many onlookers.

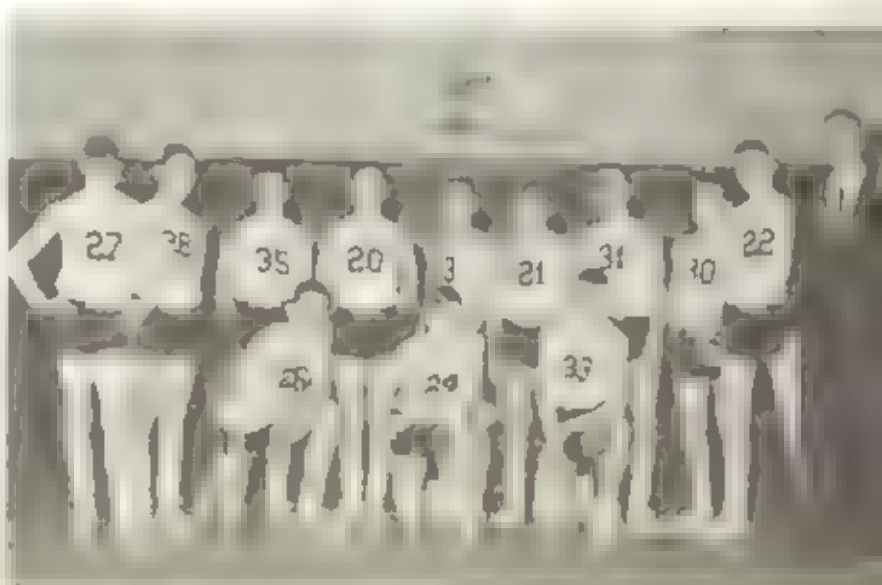
Strong Start

LED by high-scoring center Dave Judell and forward Jim Stearns, the Academy seventh and eighth grade basketball team, coached by Mr. Robert M. Clark, finished the 1961-62 season with a commendable 5-3 record. In the first four games of the season, Montclair Academy defeated College High School, 30-26; Wardlaw School, 55-28; St. Bernard's School, 54-34; and College High again, 35-23, before losing to Newark Academy 33-27. From this point on, the team seemed to collapse and was defeated by Englewood School, 47-34, and Newark Academy, for the second time, 44-38, while gaining a victory over St. Bernard's School. Dave Judell scored the highest number of points in a single game with a total of seventeen in the game against Englewood School.

Aggressive Team

THE junior varsity basketball team, coached by Mr. John R. Nugent, compiled a successful 10-2 record for its 1961-62 season. Among the Academy's ten wins were single victories over College High School, Newark Academy and two over Rutgers Preparatory School.

Top SEVEN SEVENTH AND EIGHTH GRADE BASKETBALL
first row l to r: Potters, Magrane, Switzler,
K. Schreier, Jule, J. Howard, Stearns, R. Musina,
second row: McCaughy, Peterson, Trachtenberg,
Knowles, L. Blake, Cosentino, P. Schroeder,
Padesta, R. Glover, Barde, Geannette, coach Clark
Bottom JUNIOR VARSITY BASKETBALL first row
l to r: K. Brewer, N. Cohen, K. H. L. Linn, second
row: O. Johnson, Lax, McKaha, Katz, Tessler,
Levin, Stark, J. Hirt, B. Glover, coach Nugent



The team's most gratifying win came against a tall Newark Academy team which had previously beaten the Academy's J.V. team. Leading by only three points at half-time, the J.V.s sustained their attack and defeated Newark by a score of 49-37. Aggressiveness and determination, which marked the junior varsity basketball team throughout the season, were particularly evident in the Newark game.

Bob Glover and Kerry Brown were the team's leading scorers while Jim Katz and Greg Hare led the J.V.'s defense. Russell Stark and John Sheldon were the team's most effective rebounders. With the nucleus of this year's team returning next year, the 1962-63 team can look forward to another successful season.

Strong Finish

REBOUNGING from a slow start, the 1961-62 varsity basketball team posted a 9-5 record, achieving its most successful season since 1954-55. With a discouraging 1-4 record at the beginning of the season, the team proceeded to take seven of their last eight games, losing only to Newark Academy. This surge was highlighted by several outstanding games. Meeting Wardlaw on the home court, the Lions avenged their previous loss by a 62-56 victory. M.A. then encountered a greatly improved Morristown team, which was leading by five points at half-time; however, at the final whistle Morristown found itself at the short end of a 49-43 score. Following an easy 92-46 victory over St. Bernard's, the resurgent Lions met Newark Academy, led by All-State forward Fran Pinchot. The Academy, leading by four points at half-time and holding Pinchot to an incredible five points, was outmanned in the second half, losing by a score of 49-43. Journeying to Gladstone, the team routed St. Bernard's by a score of 94-49 as Andy Lukos, Andy Abrams, and Rowland Johnson scored thirty, twenty-six, and twenty-one points respectively. In the season's final game the Academy soundly thrashed Englewood School, 85-27, with Lukos scoring forty-one points.

Although teamwork was of vital impor-

Below. VARSITY BASKETBALL: kneeling l to r: D. Johnson, Abrams, R. Johnson, Bleyle, Lukos; standing: manager Lawrence, Barney, Donnelly, Alpren, Simon, Isenberg, Rocco, coach Marnell.



tance, individual efforts also played a significant part in the team's success. Captain Lukos was by far the team's most prolific scorer. Through his scoring merits he became one of the highest scorers in the Academy's history for points scored in one season (348). Throughout the season captain-elect Andy Abrams, the second highest scorer on the team, showed promise for next year's squad with some brilliant performances. Rowland Johnson and John Bleyle, 6'6" and 6'3" respectively, along with excellent scoring, provided the team's much needed rebounds. Marc Isenberg, Tom Alpren, and Mike Donnelly helped make the team into a cohesive unit with their outstanding backcourt work; and Doug Johnson, Elliott Simon, Dave Barney, and Gabe Rocco, all very capable ballplayers, added the all-important depth which contributed so greatly to the team's successful '61-'62 season.

This 1961-62 season was marked by several innovations. The team opened relations with two new teams: Wardlaw and Rutgers Prep. Also the first annual meeting of the fathers of the basketball team was held, at which Coach Carmen Marnell explained the various offenses and defenses used during the season.



Left. MONTCLAIR ACADEMY fights for rebound.



For most of the twenty-eight years that Mr. Edwin E. Van Brunt has been at the Academy he has directed the athletic program and in this capacity has come to know each boy. All who have played on his varsity baseball teams, or on his victorious varsity basketball teams of the last decade, or who have known him as an advisor and friend can sense that he is a special sort of person, a mixture of friendly humor and stern direction.



Top. ABRAMS hits for two against Morristown.

Left. A FRIEND to all . . . VAN.



HENRY B. POOR, *Headmaster*

An Essay: Reflections in the Future by Henry B. Poor, Headmaster

When first you turn the pages of *Yearbook 75*, it will be 1962. Commencement will have come; the last final examination will have been written; and you will be glowing with the satisfaction of a strenuous year's work over and done. Curiosity and pride will impel you to thumb these pages from cover to cover, to scrutinize each picture and write-up, to comment on the yearbook staff's skill, and to share this publication with your family and friends. Then, by some circuitous path, it will inevitably find its way to a bookshelf in your room at home.

At intervals, in decreasing geometric progression, you will return to *Yearbook 75* on your bookshelf, reach for it, refer to some particular person or event, and replace it. Maybe it will accompany you to college. But new interests will flood in before long, and somehow, unwittingly perhaps, this chronicle will be relegated to oblivion.

Yet wait! Years from now, quite by accident, *Yearbook 75* may suddenly come to light again. You are rearranging your library by some chance, or moving to a new home, or just browsing. You pause a moment, open the covers, and your mind turns back the years to 1962. Yes, of course, there you are—and how young you looked then! Why, there's old Tom—or Dick—or Harry. And remember Mr. So-and-so? How about that never-to-be-forgotten class—or that game—or that episode?

What will be your thoughts when you reopen *Yearbook 75* a long time hence, possibly in 1987, the Academy's Centennial year? Will you feel that your life to some small degree was shaped and patterned by your years here? Did you take full advantage of your opportunities? And have you held fast to the values which you found at the Academy?

On the occasion of the school's 40th Anniversary, in 1927, Dr. Walter D. Head, then headmaster, wrote, "All the influences which determine the success or failure of the individual, in either public or private life, are to be found in an incipient form in a well organized student body. Habits of efficiency, love of truth and honesty, high moral ideas, community responsibility are all stimulated and moulded during the period of secondary education."

As it was in 1927, so it is in 1962, on the Academy's 75th Anniversary, and will be still in 1987. Because those same influences and habits obtain in this place today, as portrayed so graphically in *Yearbook 75*, I have full confidence in the marks you will make, each of you, in the days to come. Know always that our blessings, our warmest wishes, and our continuing interest go with you.

Many students have attended Montclair Academy since the school was opened in 1887. The student body, originally made up mainly of boys from Montclair, has become a diversified group representing the north Jersey area. These students constitute the various classes at the Academy, ranging from the seventh to twelfth grades. Each person becomes increasingly aware of the responsibility and advantages which exist at the Academy as he advances from the time that he entered the Academy to the time that he graduates as a senior. Each class becomes more unique in its character and its individual constituents—the students themselves.

Seventh and Eighth Grades

THE seventh and eighth graders have proven this year that no students are too young to make significant contributions to school life, a fact often forgotten by upperclassmen. Both classes have shown an industry and vivacity unique to the lower school, two characteristics unmistakably apparent in the classroom and on the athletic field. A visit to the lower study hall is perhaps a harrowing experience for master and upperclassman alike; but somewhere within the violent atmosphere lurk two individual classes, now looking





ABOVE. SEVENTH GRADE: *first row l to r: Gordon, Hobson, Knowles, Gregg, Paterson, Marquardt, Maxwell, Nolan, Slack, Podesta, LaRocca; second row: Wilson, Brundage, Trippe, Burde, Trackman, third row: H. Zuckerman, M. Schwartz, Consentino, Wood, Judell, Brune, Walker, Conzen, Schett, Palen; fourth row: Speni, Hanus, Brightman, Mason.*

BELOW. EIGHTH GRADE: *left to right front to back. Boak, Wolff, Haviland, Schenck, LeCain, McWilliams, Hennessey, Vandermade, Ames, Haines, Traendley, Kuzsma, Switzler, Hutson, Magraine, Stearns, Orgain, L. Blake, Walton, Beckley, Degan, P. Schroeder, McCullagh Thresher, Wenger, K. Schroeder, Sandwell, R. Glover, R. Mascia, D. E. Gill, Flynn, Yolken, P. Sanderson, D. M. Gill, B. Fries, Villarosa, Stefanelli, Poekel, A. Schroeder, Zanetti, Weisman, Calder; absent: Geannette.*

forward to their future years as Academy students.

Scholastically, these grades have already proven themselves worthy of the legacy left by Academy alumni. The eighth grade has not only achieved the highest class average in the school, but also has consistently had more students on the honor roll than any other grade. Contributing to this excellent record was almost half of the class, particularly Bob Mascia, a high honor roll student, and Mark Geannette. Outstanding students in the seventh grade were Dave Burde, John Cosentino, and Steve Trackman.

The lower school students have also shown their ability in athletics. Both classes seem to possess an aggressive team spirit, and



the seventh and eighth grade athletic squads have earned unusually good records. The seventh and eighth grade baseball, football, wrestling, and basketball teams had particularly impressive seasons.

What the seventh and eighth graders seemed to recognize is an emphasis on beginnings, for they have only begun their academic careers. They have already shown real promise in academic and athletic work and will soon have a chance to assume the growing responsibilities of the Montclair Academy student.

Freshman Class

THIS year's freshmen, the class of 1965, faced the future with proud assurance in its qualifications and abilities. Having emerged successfully from the pre-high school level, the members of the class found themselves, so to speak, "growing into their first pair of long pants." The hazardous road to graduation has presented them rather early with the challenging problem of high school success. The class is acutely aware of what Montclair Academy demands of a student, for it has upheld a creditable record in all phases of school life. A select group of students appeared to lead the class in each activity, whether in scholastic, athletic, or extra-curricular achievements. However, the entire class is trying to prove itself worthy of its Academy education.

Although the 9th grade is not generally an academically strong class, several students deserve recognition for their fine scholastic record. Ranking highest in the class are Steve Edelstein, twice winner of the John Funk Memorial Prize and consistent honor roll students, Holt Apgar, Bob Hauck, Bob Moir, and Francis Schiffer. Several members of the class have received permission from the faculty to move directly from the 8th grade general science into the demanding science 10 course, thus exempting them from 9th grade earth science: Victor Bernstein, Kerry Brown, Steve Cutaia, Steve Edelstein, and Peter Stern. It is hoped that the other classmates will follow

the lead of these few students in order to raise a comparatively weak class average.

Both the fall and winter sports programs were well supported by the freshman class. The junior varsity football team was almost completely composed of 9th graders, with Joe Hare at fullback and "O.B." Johnson at quarterback among the team's best players. In soccer Mr. Robert M. Clark often relied upon Bob Livesey, Holt Apgar, and Mink Fink to relieve his veteran players in varsity competition. In winter sports the excellent 9-2 junior varsity basketball record was primarily the work of freshmen Kerry Brown and Bob Glover. The Academy wrestling team was also composed of several freshmen, including Mike Manley and Bob Livesey, both of whom fought for the Academy in the New Jersey Secondary Schools' Wrestling Championships. The class has therefore performed well in the Academy athletic program.

In the first year of their eligibility to participate in extra-curricular activities, the 9th graders have given almost 100% support. Led by Tony Mascia, several members of the freshman class were responsible for forming the Academy Bowling League, a new activity which has received much enthusiasm from the student body. As for debating, the Leones Society was given the strongest participation by the class of 1965. Victor Bernstein, Steve Edelstein, Mike Fink, Francis Schiffer, and Peter Stern represented the Academy in several debates. The class has also been active in the school publications, the Glee Club, the Science Club, the Chess Club, and the language clubs.

Sophomore Class

THE sophomore class of 1962 experienced new realizations and changes during the past year. Having developed a mature academic attitude, the sophomores truly realized the importance of study habits in determining one's success in the academic program. While attempting to increase their scholastic prowess, the members of the class



Above. FRESHMEN: first row l to r: Hauck, Barth, Burkart, B. Glover, Allen; second row: Fink, Edelstein, Fain, Mattia, Belmont, J. Hare, O. Johnson, Brown, G. Hare; third row: Duya, Ferrara, Geerlofs, Cutara. Absent: Bernstein, W. Fraas.

Below. FRESHMEN: first row l to r: Stern, Sotardi, Shupik, T. Mascia, Klue, LaBonte; second row: Jensen, O'Shea, Mutchler, Livesey, Maney, Russomano, Schiffer; third row: Stone, Moir, Stillwell, Marin, Russell, Sessa, Killgore.





were deeply concerned with estimating themselves as individuals. The class noted and regreted the absence of social life in school but felt that the scholastic advantages should be given primary consideration. Consequently, exceptional school spirit, athletic achievement, and academic awareness were characteristic of the class of 1964.

The scholastic record compiled by the sophomore class was excellent. Jay Dobkin, Steve Schwartz, John Sheldon and Lew Solomon were consistently on the honor roll, while John Vassilowitch, with the highest academic average, often received high honor roll status. John Vassilowitch should also be commended for his fine work in the freshman year, for which he received the mathematics prize and the John Funk Memorial Prize at commencement. Bruce Anderson and Mark Tessler were both awarded the Latin prize, denoting their high achievement in this classical language.

The contributions of the sophomore class in extra-curricular activities were numerous. On the *Montclair News*, Jay Dobkin, assistant editor, planned and balanced many of the pages in each issue. John Sheldon, Mike Donnelly, and Mark Tessler composed the re-

Above. SOPHOMORE CLASS: first row l to r: Bull, Broadfoot, Levin, Mc Kaba, Anderson, Denver, Kuhlman, Levine; second row: Benigno, Dobkin, Donnelly, Katz, Lax, Intile, Mayer, Eliezer.

nowned sports triumvirate; Lew Solomon also contributed many features. On the *Yearbook 75* staff, in which the sophomores rarely have had a chance to participate in the past, Steve Schwartz and Roy Van Vleck were two of the three co-photography editors. Participation in the school publications and clubs by each class member enhanced the "active" atmosphere surrounding the class.

The participation in athletics was varied but complete. The fall sports—football, soccer, and cross country—were all well supported by leading sophomore players. Varsity players were John Sheldon and Fred Broadfoot on the football squad and Dave Levin, Lew Solomon, and Bruce McKaba on the soccer squad. In the winter sports—basketball and wrestling—Mike Donnelly, Jim Katz, Russ Stark, Mark Tessler, and Fred Broadfoot represented the class. The sophomores were also active in tennis, track, golf, and baseball—the spring sports.

The class of 1964, in conjunction with the class of 1965, again sponsored an annual dance, the "Hawaiian Hideaway." This affair, held in February, was both a financial and social success. Among the many highlights of

Below. SOPHOMORE CLASS: first row l to r:
Solomon, Royce, Vassilowitch, Sciro, Russo;
second row: Stark, Tessler, Schwartz, Van Vleck,
Walsh, Sheldon, McLean.



this school function, the "Twist" reigned as the favorite dance. The class officers—Mike Donnelly, president; John Sheldon, vice-president; Jim Katz, secretary-treasurer; and Steve Schwartz, Student Council representative—directed the dance as well as all other class functions.

The eventful happenings of the past year will contribute to each classmate's character for future years. A spirit of unification was evident in the sophomore class; and, by learning to accept the demands made of them, the members of the class of 1964 will be preparing for the responsibilities of their junior and senior years at Montclair Academy.

Junior Class

AS the new school semester began, the class of 1963 suddenly became aware of the challenges it must face in the junior year. In the past the class had always appeared disunified; the ability to join together and work as a unit seemed to be lacking. Many projects fell far short of their goals because of a characteristic indifference. The junior year, however, was one of change. If each member of the class failed to lose his individualism, he, at least, found in himself the desire to improve. As the problem of college admissions became an impending reality, the class recognized a shift from personal achievement to relative merit. The spirit of competition became a driving force, compelling it first to self-evaluation and then to achievement. Past accomplishments and future aims were reviewed. The academic records, extra-curricular activities, and athletic achievements became more significant. Results on the Preliminary Scholastic Aptitude Tests gave the class a broad idea of how it compared with other students of their age on a national basis. The responsibility to meet the challenge of the future bonded the junior class to a common cause. Recognizing the need for improvement, the class of '63 adopted a more serious attitude toward Montclair Academy and toward itself.

Even when they entered Montclair Academy in the 7th grade, the class of 1963 promised to be unusually exceptional in academics.



Although some students were completely overwhelmed by the change from grammar school to M.A., the class as a whole proved itself scholastically with an excellent academic record. Moreover, almost all the students who remain from that first year have shown significant improvement. Jim Graham in particular should be recognized for his remarkable record. Consistently on the honor roll since he entered the Academy in the 7th grade, Jim has received the scholastic prize awarded at commencement for 3 consecutive years, as well as many other awards. This year, besides Jim, the strongest students in academics were Tom Alpren, Jeff Blake, Steve Brach, Harvey Cohen, Doug Lackey, Bob Snyder, and Randy

Above. JUNIOR CLASS: first row l to r: Hodges, Emont, Abrams, Alpren, Byock, J. Harris, La Plant, Lackey; second row: Baten, Gurtman, Carpenter, J. Blake, Isenberg, Graham, Cohen; absent: Brach.

Below. JUNIOR CLASS: first row l to r: W. Sanderson, Snyder, Spaulding, Tarrant, Richardson, Page, Noyes, Stufko, Sommer; second row: Thummel, Ramundo, D. Zuckerman, Lawrence, Vaughan, Rocco.



Thummel. Furthermore, Steve Brach has been honored with the coveted Telluride Scholarship, and Randy Thummel earned a perfect score of 80 on his Math PSAT's.

Naturally, a class can not be judged by its scholastic record alone; but the class of 1963 not only takes pride in its academic achievement but also in the many contributions it has made for M.A. in extra-curricular activities. Excluding those who participated in winter sports, 100% of the class was active in the club program, indeed a commendable record. The language clubs, the music club, and the science club were all well represented by the junior class. In fact, it was primarily through the efforts of juniors Mike Baten and Steve Brach that the new Music Club was formed. The Leones Debating team also received much support from the junior class, particularly Doug Lackey and Steve Brach. However, it was in the journalistic organizations where the class made the most outstanding contributions. The *Montclair News*, *Yearbook 75*, and the Press Club were supported primarily by juniors.

Flanked by the athletically strong sophomore and senior classes, the class of '63 may at first appear rather weak in this respect. Nonetheless, the junior class has made itself known and respected in all varsity sports. This semester, the compulsory fall sports—soccer, cross country, and football—relied in many instances on the potential of the juniors. In varsity football the fine passing of quarterback Andy Abrams was responsible for many touchdown plays. Tom Alpren played fine ball at offensive end, as did John Lawrence, Mike Ramundo, and John Tarrant at tackle, and Bill Spaulding and Phil Sommers at halfback. Varsity soccer continuously relied on juniors Albert Carpenter, Bill Sanderson, Rick Page, Gabe Rocco, and John Harris for their outstanding performances. But the juniors were perhaps the most helpful on the varsity cross country team, for they were the only veteran members of an essentially green squad. Captain Doug Lackey and captain-elect Bob Snyder led the Academy team in all competition. The winter sports were also well represented by members of the junior class, whose reliable performances clinched many a victory for both the wrestling and basketball teams. Bill

Sanderson has wrestled on the varsity team for three years, almost undefeated. In many of the varsity basketball games this year, the juniors led the other classes in scoring, with Andy Abrams playing forward and Marc Isenberg at guard. The team's creditable record would have been less impressive were it not for these two juniors.

Under the leadership of its four officers—president Gabe Rocco, vice-president Andy Abrams, secretary-treasurer Randy Thummel, and Student Council representative Steve Brach—the junior class has performed well in all school functions. "The Barn-Door Swing," sponsored by the juniors and seniors, received the strongest attendance from the junior class. Many students have guessed that the combination square dance and regular dance has set a precedent in Academy history, being the first school function where jackets and ties were abandoned for more comfortable attire. The junior class was the first this year to give 100% participation to the annual charity drive.

This year, more than any other, the class of 1963 has improved. Already, its members are prepared to accept the responsibility of leading the student body as next year's seniors.

Senior Class

THE class of 1962 is a remarkably heterogeneous one, consisting of twenty-six individuals with widely divergent abilities and interests. They have grown with the school and have seen many changes since the original class of 1962 met in 1956 as seventh graders, of which only seven students remain, forming the core of the class as others came and went.

By the time they became juniors, the class had developed an unmistakable character. They were a spirited class, made up of the scholars, the "boys," the athletes, and those who simply defy classification. There were football games, classes, "impossible" examinations, College Boards, and all those things that make the junior year what it is.

Then they were seniors. The class ran its informal square dance, sold original Christmas cards designed by Mike Mekeel, and pre-



sented Mr. Poor with a chrome-plated shovel with which he will break ground for the new school. The class waited for word from college, and ran its Senior Prom.

Larry Magnes, class president, ran the class meetings with a firm hand and a jovial heart. He was, to a great extent, instrumental in assuring that the class had its Senior Prom in May. Bruce Guernsey and Bob Gerst, class vice-president and student council representative respectively, worked diligently on the Student Council and the class dance; and class secretary-treasurer John Bleyle did a good job in handling class correspondence and funds.

The class of 1962 was an athletic class, leading the school in all sports, in cheerleading, and even in vociferous support of the school's teams. Almost all of the varsity teams were well represented by members of the senior class; for example, almost all the starters on this year's varsity football squad were seniors. Among those who excelled in the various varsity teams at the Academy were John Bleyle, John Farrar, Andy Lukos, Mike Noone, and Mike Schleifer.

Generally, the class maintained a respectable academic average, and the great majority of the members of the class had an average within five points of each other. In the classroom the class of 1962 was usually led by John Bleyle, Ethan Feinsod, Ken Kessler, Mike Mekeel, and Elliott Simon; by the time of their senior year Bob Gerst, Jack Grubin, and Joe Wilner offered keen competition. For their junior year academic work John Bleyle,

ABOVE. SENIOR CLASS IN RETREAT: around the tables l to r: Nazarian, Farrar, Dul, Lukos, D. Johnson, Schleifer (hidden), Barney, Guernsey, Magnus, Bruce Schmitt, Willner, R. Johnson, Feinsod, Simon, L. Zuckerman, Mekeel, Kessler; middle: Weston, Gerst, Warren, Noone; absent: Donald, Franz, Grubin, Hemphill

Ethan Feinsod, and Elliott Simon were inducted into the Cum Laude Society. In the early autumn of their senior year, Ethan Feinsod, Bob Gerst, and Chuck Weston were notified that they had earned letters of commendation for their achievements in the National Merit Scholarship tests.

The class assumed a great deal of responsibility in extracurricular activities during their senior year. Under the leadership of Ethan Feinsod and Ken Kessler, the class of 1962 played a major role in the administration of the school undergraduate publications. The participation of the senior class was invaluable to the service and performing clubs at the Academy. This year a committee was set up for the selection of Bible passages for morning meetings and consisted of three seniors: John Bleyle; Elliott Simon, chairman; and Richard Warren. Finally, the senior delegation to the Student Council, led by Doug Johnson, president of the Student Council, was one of the most active and important delegations to the council.

But just as significant as their accomplishments was the class' spirit of individualism that pervaded every aspect of class affairs. For there is no universal model for the class of 1962, but rather an amalgamation of the individuals who form it. Although the class factors into several large sections, each individual, each coterie plays a subtle role in the formation of the class character.

Commencement Awards

<i>The Rensselaer Polytechnic Institute</i>	
Gold Medal	Elliott Jay Simon
<i>The Demarest Memorial</i>	
English Prize	Ethan Lawrence Feinsod
<i>The Barras Prize in English</i>	Elliott Jay Simon
<i>The Monson Prize in Latin</i>	John Allen Bleyle
<i>The Miller Prize in Science</i> ..	Joseph Harrison Willner
<i>The Faculty</i>	
Citizenship Prize	John Alexander Lawrence
<i>The Senior Scholarship Prize</i>	Elliott Jay Simon
<i>The Bud Mekeel Memorial</i>	
Scholarship	Jon Michael Mekeel
	Barry Andrew Nazarian
<i>The Deetjen Award</i>	John Allen Bleyle
<i>The Faculty</i>	
Head Boy Medal	Ethan Lawrence Feinsod

CLASS

L. DAVIS BARNEY



Dave is the roar of a powder blue Olds at full speed on Lloyd Road and the wry grin in the back of a smoke-filled Senior Room. He has never been a "joiner" nor an honor roll student, but did contribute his considerable golfing ability to the golf team, and was a member of several committees for the Senior Prom and Junior-Senior Dance. Dave is best known for his highly original insights on politics and human nature and for his knack of sauntering across a room with his hands unfailingly glued in his pockets. Dave accepts life at face-value, realizes its limitations, and never pretends to be that which he is not.

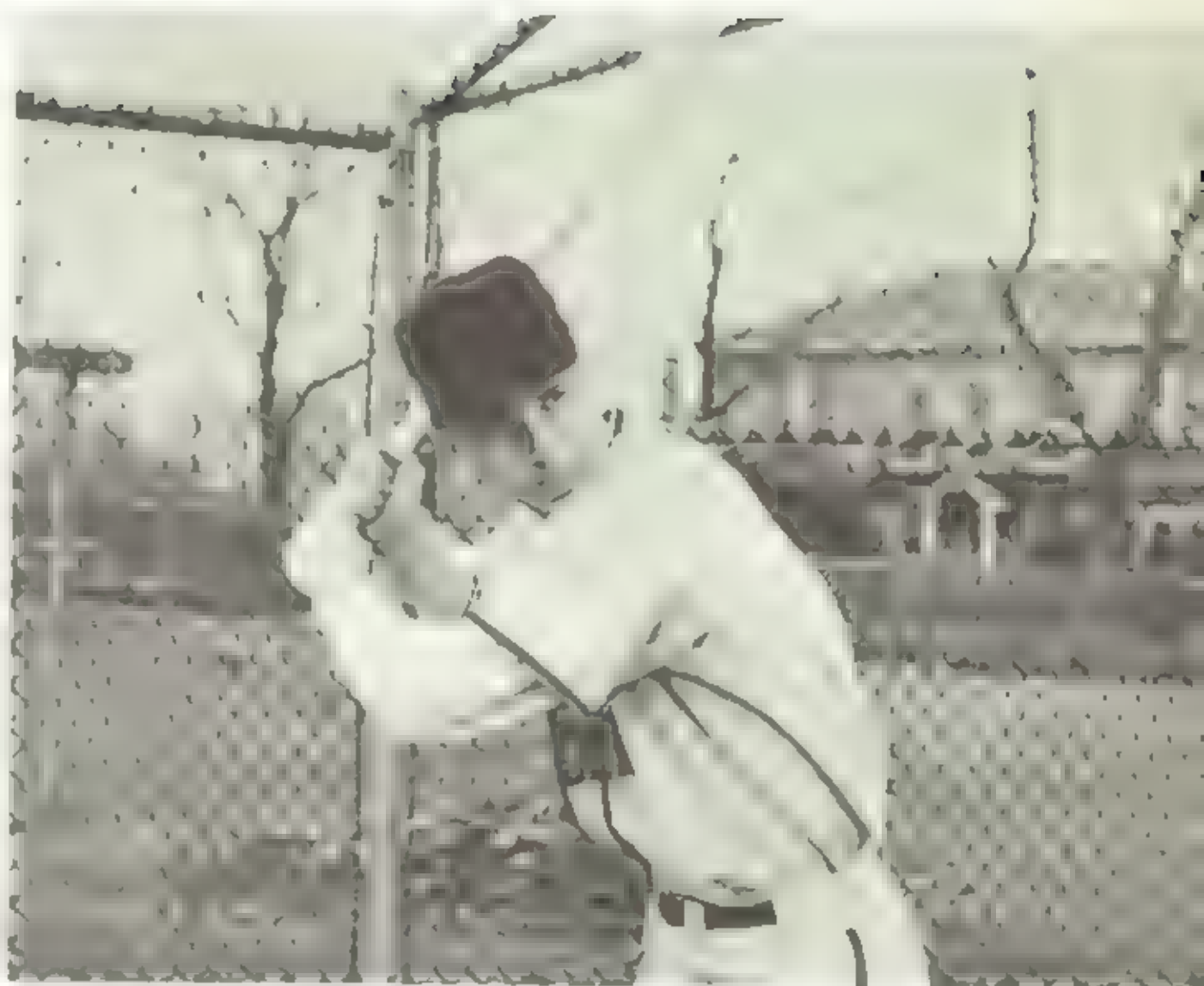


L. DAVIS
JOHN BLEY
DOUGL
EMIL
JOHN
ETHAN FEINS
HENRY F
ROBE
JACK C
BRUCE GUER
RAY HEM
DOUC
ROWLAND J
KENN
ANDREW
LAUR
MICHAEL MEK
BARRY NA
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of 1962

JOHN BLEYLE

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EL NOONE
SCHLEIFER
ERT SCHMITT
ON
RD WARREN
LES WESTON
LNER
LUCKERMAN



John has been one of the most popular seniors and it is not difficult to see why. His competence and dependability have helped him succeed in all phases of Academy life. An outstanding student, athlete, and student leader, John was active on both of the school publications during his senior year, while excelling in soccer, basketball, and baseball. His academic efforts were rewarded when he became a member of the Cum Laude Society for his junior year work. John was an efficient class secretary-treasurer in his senior year, and his genial disposition and good nature helped to gain him many friends at the Academy.



DOUGLAS DONALD



Having begun Academy life at Brookside School back in second grade, Dougie has been one of the old guard of the class of 1962. Even-tempered and generally quiet, he has made notable athletic contributions as an end on the varsity football team and a broad jumper on the track squad. One of O'Neill's Raiders, Doug has participated in the Glee Club and Music Club. His ability and efficiency resulted in his election as secretary-treasurer of the class for the junior year. Tall and very easy-going with a dry sense of humor, Dougie has always been "one of the boys."



EMIL DUL



Dooley, the latter-day Peter Pan, soars high in his own small world somewhere far from reality but on this side of fantasy. He radiates the wonderfully absurd and the realistic and can look with wonder and delight upon those before him. He refuses, however, to accept that which conflicts with his own ideals and attacks that which restricts his own freedom. A lover of polka-dot bow ties and All-State football clippings, Dooley is an island unto himself, for all who know him are soon emeshed and transformed into his own cozy cosmos.

JOHN FARRAR



Frank and forthright, John is best known for his spectacular achievements in athletics and his sincere devotion to his friends. His fierce competitive spirit and impressive record in the dashes and sprints won for John the 1962 track captaincy, and his driving running and rugged defensive play won for him recognition by the *Newark Star Ledger* for his football prowess. Off the field, John may always be found in the midst of a crowd of friends, trading stories or arguing the merits of the various sportscars. Endowed with a deep group spirit, he is happy to participate in the give and take of a small, close group of friends.



ETHAN FEINSOD



Having migrated from South Orange to start his freshman year at the Academy, Ethan quickly established himself as a well informed intellectual. Although he has never spent too much time on the books, Ethan has consistently made the honor roll. Most of his time has been spent working as editor of the newspaper or, more often, telephoning *femmes*. Each spring Ethan has grabbed his tennis racket and starred on the tennis team. Not possessing an excess of modesty, he has indicated at times that he was president of the Red and Black Society. In the classroom and on the tennis court, Ethan may be regarded as a creature of the higher order.

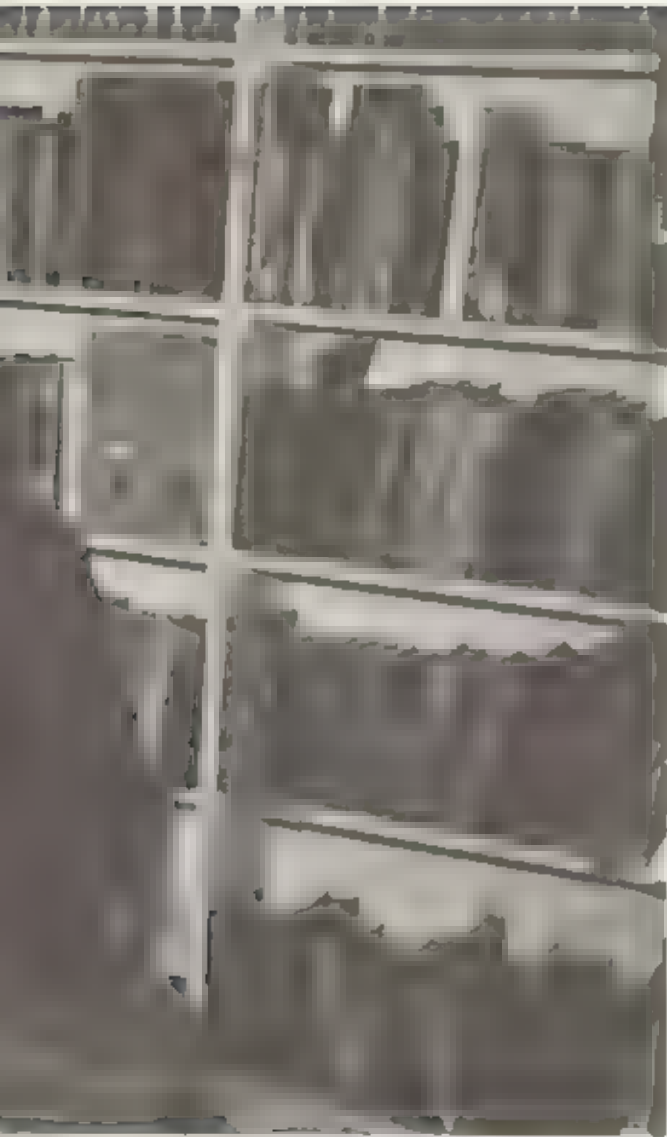


HENRY FRANZ



Hank, an active member of the "Smoke Rise Faction" during his four years at the Academy, has always made his presence known to his classmates by his easy-going nature, his sarcastic jocularity, and his big-hearted generosity. As a raconteur he excels, and all who knew him remember well his encounters with the "wielders of fate." In his senior year Hank has gained the distinction of being the easiest person to locate in the senior room—just look behind that huge cloud of smoke.

ROBERT GERST



Music lover, globe-trotter, intellectual, humanist—all these terms describe Bob Gerst; yet his type of personality defies complete portrayal in words. Guitar in hand, Bob has seen the world and its people; his humanistic philosophies thus found expression mainly through his love of folk music. At the Academy he has been an active participant in many phases of school life. In his senior year Bob was co-captain of the football team and contributed significantly to the publication of this yearbook by managing and writing. Bob has unquestionably added a great deal to the life and meaning of his class.



JACK GRUBIN



Jack strives with a nervous intensity towards a goal which he fears may somehow elude him in spite of his assiduous efforts. He burns with a hunger for success and spares no effort to achieve it. Always a top student, Jack has worked conscientiously as president of the Leones Society and has been a varsity wrestler for two years. But Jack will always be remembered by his classmates as one of the great home stretch finishers of his era, for only Jack could write the bulk of an English theme with five minutes remaining in the period plus the advantage of the three minutes between periods. He would always be late for the next class, but—that's Jack.



BRUCE GUERNSEY



Bruce has been one of the foremost ladies' men in the senior class. His habitually neat attire is an indication that he expects the Academy to become coed. Laughing and joking, Bruce has participated in the dramatics club and glee club. Surprisingly, Bruce must have found time to study once in a while because he has maintained well above average grades holding a Miller-Munson scholarship. During his senior year Bruce developed fluency in Bostonese with a bit of "Down-East" jargon thrown in. Bruce is friendly, honest, and loyal and follows the light of the "Transcendental circles".

RAY HEMPHILL



With his frank nature Ray assumed the unofficial leadership of the overt members of the island of resistance. Commanding a vanishing breed, Ray has been little successful in cracking the foundations. Scholastically, Ray has always shown preference for mathematics and science. It is universally recognized that he will never be a French major, but in science work he will continue to show natural interest and accomplishment. Athletically, the Academy does not compete in Ray's favorite sport. While most people do not enjoy winter and look forward to spring, for Ray winter is "that time of year." Snow? Great! "Let's go skiing!"



DOUGLAS JOHNSON



Clean-cut, friendly, and respected, Doug has the calm assurance of a well-rounded individual. Through his efficiency and ability he became the president of the student council and co-sports editor of the yearbook. Doug has a quick smile and ready sense of humor and is always willing to laugh. On the athletic field he has shown determination to excel. In three successive fall terms he was outstanding on the football, cross country, and soccer teams. Doug is a sincere and generous friend.

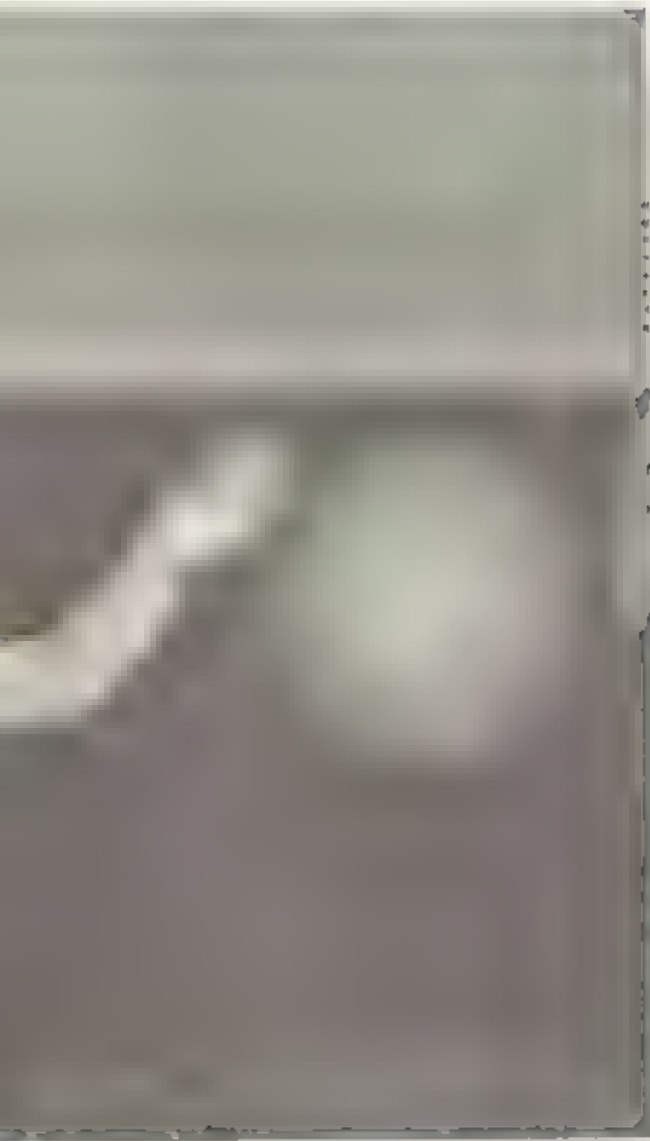


ROWLAND JOHNSON



Rowland has gained the title of *Bon Vivant Extraordinaire* during his three years at the Academy. At almost any social gathering within a fifty-mile radius, he is sure to put in an appearance. In school life he has been an outstanding member of the tennis team, and this "tower of power" has been a significant factor on the basketball team. "That Chevy Convertible" has, over the past year and a half, become a symbol of that-which-is-Johnson and that-which-pertains-to-Johnson.

KENNETH KESSLER



Combining ability with interest and devotion, Ken has succeeded in many phases of Academy life. In his freshman year he quickly gained the respect of his classmates as he was elected secretary-treasurer of the succeeding sophomore class. Always seen with either a camera or a myriad of notebooks and papers, he very conscientiously went about his duties as a staff member of previous yearbooks and was chosen editor-in-chief of this yearbook. Academically, Ken has worked assiduously, at times too assiduously, and has been a consistent honor roll student. On the athletic field he was, at his fullback post, one of the few experienced veterans on the soccer team. Always courteous and considerate, Ken has produced significantly for himself and for the Academy.



ANDREW LUKOS



LAURENCE MAGNES



Under the long curly hair of this Clifton Comet is the simple, friendly spirit of the unpretentious. Andy has regarded the world as a constant source of bewilderment. He grins at success and shrugs off failure. Andy has been seldom but successful on the athletic field, where he has had brilliant years as football halfback, basketball captain, and undefeated baseball pitcher. Although always a standout, Luke is a genuine team man and dislikes undue praise. Faithful to his friends, Andy is known for his unaffected manners and his casual ways.



Larry has the unique ability of finding a common interest with everyone he meets. Because he is a responsible leader, Larry was elected president of this senior class. A fastidious dresser, he managed to dirty himself only at his tackle position on the football team. Larry found time to plea for yearbook ads and Paterson dances and to spread his hefty frame over a myriad of school activities. With a keen sense of organization and propriety and a sincere affection for his contemporaries, Larry has played a significant role in his six years at the Academy.

MICHAEL MEKEEL



Mike has been a tense young man whose mind leans sharply toward the graphic and whose paintings lean sharply toward the coldly analytic. His Christmas card design was mildly sensational, and his exhibition of original paintings in 1961 was highly successful. Mike's yearly honor roll status does not force him into the mark-conscious, nor does it preclude his participation in athletics or activities. Mike was soccer captain, tennis stalwart, and associate editor of the yearbook. Reserved, sometimes reticent, Mike participates intensely in everything he does.



BARRY NAZARIAN



Barry has made an indelible mark on the minds of everyone connected with the Academy and on the minds of his classmates in particular. Always ready to extemporize on any subject of overwhelming interest—football and girls, for the most part — his gregariousness; quick, piercing wit; and innate intelligence have kept him in the lime-light. Barry's physical stamina is unquestionable, and next year's football team will be hard-put to fill the gap which he left in the line. Barry has been, and always will be, "quite a guy."



MICHAEL NOONE

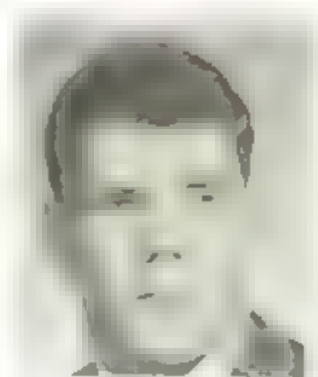


Mike is happiest when surrounded by groups of his many friends, for he is endowed with a deep group spirit and a genuine interest in his peers. He has excelled particularly on the athletic fields, where Mike co-captained the football team and was a mainstay on the wrestling and track teams. But Mike has also distinguished himself in the performing clubs; for he played a major role in the 1960 play *The Late Christopher Bean* as well as in the 1962 production *The Man Who Married A Dumb Wife*. Polite and friendly, Mike is best known for his zest for work, his straightforward manner, and his deep devotion to his classmates.

MICHAEL SCHLEIFER



Since its inception as an Academy sport, wrestling and Mike have been synonomously associated. A spirited grappler, Mike captained the varsity team during his senior year. In the classroom he has never lacked the effort and desire to do well and has constantly tried to improve. He has been among the most active of the slapstick comics of the senior class. Always willing to clown it up in the Senior Room, Mike made everyone wary of his fun-inspired presence. Always friendly, jovial, and gregarious, Mike has been the little man who was there.



ROBERT SCHMITT



Bob's life here at the Academy seemed to be divided equally between a love for fun and a love for singing. His sense of humor ran the gamut of subjects from history classes to the White House to his classmates; and he distinguished himself both on the gridiron and the diamond as an athlete of no mean ability. In addition, he is a twelve-year member of the choir of Christ Church, Bloomfield and one of the Academy Glee Club's most sincere and faithful members. Bob is a mixture of mirth and glee with a dash of insight to give them coherence.

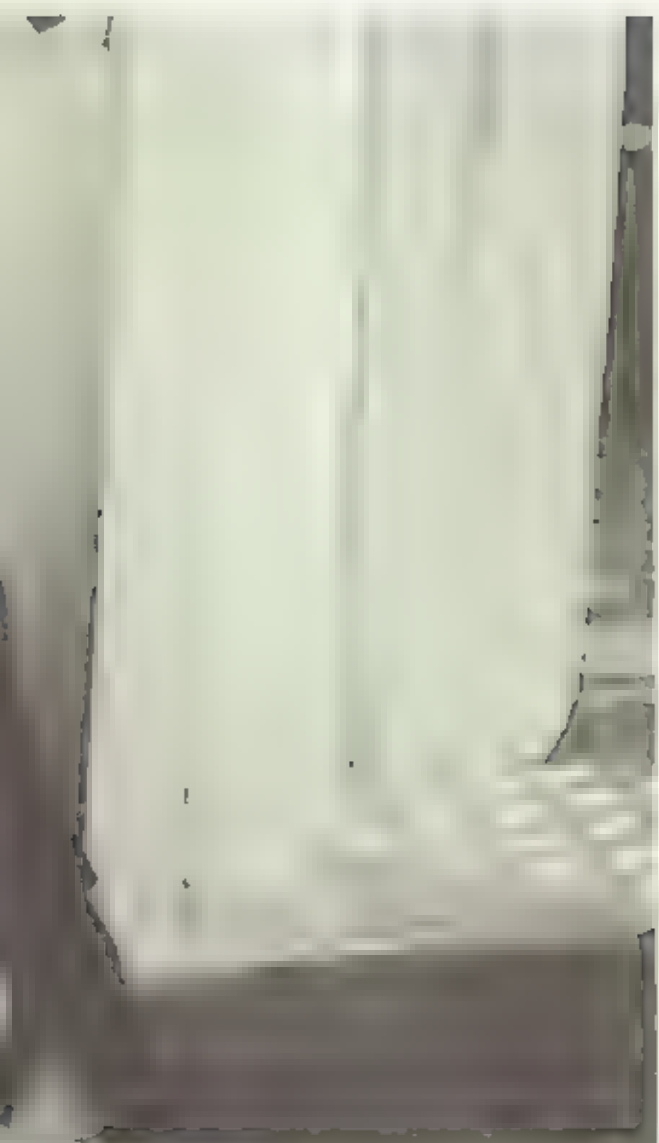


ELLIOTT SIMON

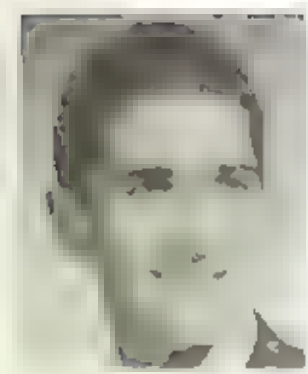


Elliott has been the boy with the books always under his arm and the questions in his head. Never a member of any clique, he has been reserved, shy, and serious. A "loner" in an Academy blazer, Elliott has been a consistent honor roll student and was a member of Cum Laude for his junior year work. In sports Elliott has always shown grim determination. He began playing soccer the first year the Academy had a team, was captain of the golf team in his senior year, and was a member of the varsity basketball squad in his junior and senior years. Of all the seniors Elliott has shown the most genuine desire to learn.

RICHARD WARREN



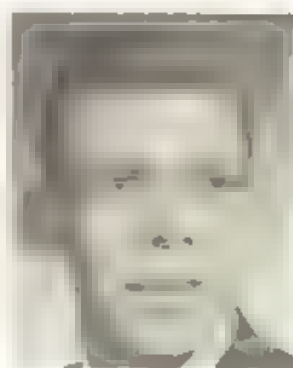
Having come to the Academy to start his freshman year, Dick has been one of the more experienced in the ways of the system. Always on friendly terms with everyone, he has done a steady and efficient job in audio-visual work, though many of his accomplishments have gone unnoticed by his classmates because of his quietness and shyness. Scholastically, Dick showed preference for science and laboratory work. He is surely to be remembered by many as the supreme originator and lover of The Pun. Though he was skilled with them, Dick's puns, like most, only gained the groans of the audience. Dick has been mainly quiet and reserved and has existed unknown to many of his classmates.



CHARLES WESTON



Endowed with great natural abilities, Chuck is a perpetual source of motion without definite mission. A humanist and iconoclast, his interests are varied; and he has played vital roles in the Dramatics and Audio-Visual Clubs. Chuck won a Merit Scholarship Letter of Commendation, an award which he nonchalantly added to his collection. Chuck is the sole inhabitant of his own cosmos of sensation, emotion, and reason. He is a unique blend of the correct and the bizarre, known to some as a humorist, to others as an intellectual, and to still others as an enigma which only the years will solve.



JOSEPH WILLNER



Joe is a realist with a driving ambition to succeed. Long active in the school publications, Joe found himself deeply entrenched in the News Room during his senior year in his capacity as *News* Managing Editor. A perennial honor roll student, Joe is, nevertheless, keenly interested in the achievements of his contemporaries, and always finds time to commend or censure the performances of his classmates. Sober, serious beyond his years, Joe leaves the Academy with a distinguished curricular and extra-curricular record.

LESLIE ZUCKERMAN



Les has been one of the more quiet and subdued members of the senior class. Called "Dwayne" by his friends, he has been known for his sincere but incoherent suggestions in the senior room. Whenever he has not been coming down the stairs to the senior lockers and complaining about his math homework, Dwayne surely could have been found voicing stern authority in the lower study hall. He has always done a steady job academically while showing a strange dislike for math, in which he has done well. Each day this year Les's big, bad red and white Ford could have been seen parked crookedly up on the hill.





Montclair Academy Staff

RECORDS, reports, rosters, menus, memoranda, minutes, messages, books and bulletins, invoices and inventories, lists, ledgers, letters of admission and letters of recommendation, appointments, applications, arrangements—these are but some of the tasks which form the essential routine for the staff of the Academy each hour, each day, each week, each year. It is they who in a professional, yet very personal way, record and reinforce Montclair Academy, whether of the past, the present or the future.

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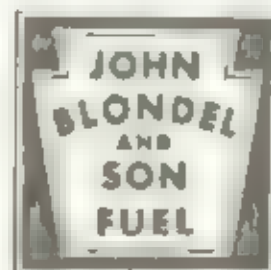


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<i>Montclair Academy</i>	8
<i>Montclair Academy</i>	4
<i>Essex Fells</i>	4
<i>Montclair Academy</i>	5
<i>Wardlaw</i>	0
<i>Delbarton</i>	4
<i>Montclair Academy</i>	2
<i>Montclair Academy</i>	10
<i>Newark</i>	9
<i>Montclair Academy</i>	18
<i>College High School</i>	1
<i>Montclair Academy</i>	15
<i>Newark</i>	3

JV BASEBALL TEAM

<i>Newark</i>	7
<i>Montclair Academy</i>	3
<i>Wardlaw</i>	13
<i>Montclair Academy</i>	11
<i>Delbarton</i>	15
<i>Montclair Academy</i>	0
<i>Saddle River Country Day</i>	4
<i>Montclair Academy</i>	2
<i>Newark</i>	4
<i>Montclair Academy</i>	2
<i>Montclair Academy</i>	7
<i>Short Hills Country Day</i>	2
<i>Delbarton</i>	3
<i>Montclair Academy</i>	0
<i>Montclair Academy</i>	3
<i>Englewood</i>	1
<i>Montclair Academy</i>	12
<i>Wardlaw</i>	1

VARSDITY BASEBALL

<i>Montclair Academy</i>	6
<i>Morristown School</i>	3
<i>Delbarton School</i>	13
<i>Montclair Academy</i>	5
<i>Montclair Academy</i>	18
<i>St. Bernard's</i>	0
<i>Montclair Academy</i>	3
<i>Oratory</i>	0
<i>Montclair Academy</i>	8
<i>Carteret</i>	4
<i>Montclair Academy</i>	17
<i>St. Bernard's</i>	3
<i>Montclair Academy</i>	19
<i>College High School</i>	6
<i>Montclair Academy</i>	6
<i>Newark Academy</i>	3
<i>Montclair Academy</i>	7
<i>Englewood School</i>	5
<i>Morristown School</i>	12
<i>Montclair Academy</i>	3
<i>Montclair Academy</i>	5
<i>Delbarton School</i>	4

VARSITY TENNIS	Montclair Academy	3
	Newark	2
	Delbarton	4
	Montclair Academy	1
	Montclair Academy	5
	Eastern Christian	0
	Montclair Academy	4
	Wardlaw	1
	Morristown School	3
	Montclair Academy	2
	Montclair Academy	5
	Carteret	0
	Montclair Academy	3
	Newark	2
	Montclair Academy	3
	Carteret	2
	Morristown	3
	Montclair Academy	2
	Montclair Academy	4
	St. Bernard's	1
	Englewood School	3
	Montclair Academy	2

SEVENTH AND EIGHTH GRADE FOOTBALL TEAM	Montclair Academy	6
	Wardlaw School	0
	Montclair Academy	13
	Englewood School	6
	Montclair Academy	12
	Brookside School	6
	Chatham Township School	13
	Montclair Academy	0
	Montclair Academy	2
	Englewood School	0
	Newark Academy	19
	Montclair Academy	0
	Montclair Academy	20
	Delbarton School	0

JV FOOTBALL TEAM	Morristown	6
	Montclair Academy	0
	St. Bernard's	13
	Montclair Academy	6
	St. Bernard's	12
	Montclair Academy	0
	Morristown	14
	Montclair Academy	0
	Montclair Academy	19
	Delbarton	0

VARSITY WRESTLING	Englewood	26
	Montclair Academy	18
	St. Bernard's School	30
	Montclair Academy	6
	Englewood	23
	Montclair Academy	18

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<i>Montclair Academy</i>	8
<i>Montclair Academy</i>	29
<i>Wardlaw</i>	18
<i>Delbarton</i>	46
<i>Montclair Academy</i>	3
<i>Montclair Academy</i>	34
<i>Wardlaw</i>	11
<i>Montclair Academy</i>	31
<i>Morristown</i>	18

SEVENTH AND EIGHTH GRADE SOCCER TEAM

<i>Wardlaw</i>	1
<i>Montclair Academy</i>	0
<i>Montclair Academy</i>	0
<i>Wardlaw</i>	0
<i>Montclair Academy</i>	1
<i>Englewood</i>	0

VARSITY SOCCER

<i>Morristown</i>	2
<i>Montclair Academy</i>	1
<i>Montclair Academy</i>	1
<i>Fieldston School</i>	0
<i>Montclair Academy</i>	1
<i>Wardlaw School</i>	1
<i>St. Bernard's School</i>	2
<i>Montclair Academy</i>	1
<i>Montclair Academy</i>	3
<i>Morristown</i>	1
<i>Rutgers Prep</i>	3
<i>Montclair Academy</i>	0
<i>Montclair Academy</i>	1
<i>Wardlaw School</i>	1
<i>Montclair Academy</i>	0
<i>St. Bernard's School</i>	0
<i>Montclair Academy</i>	0
<i>Englewood School</i>	0

VARSITY CROSS COUNTRY

<i>Morristown School</i>	15
<i>Montclair Academy</i>	40
<i>College High School</i>	18
<i>Montclair Academy</i>	37
<i>Wardlaw School</i>	19
<i>Montclair Academy</i>	36
<i>College High School</i>	15
<i>Montclair Academy</i>	40
<i>Wardlaw School</i>	19
<i>Montclair Academy</i>	36

SEVENTH AND EIGHTH GRADE BASKETBALL TEAM

<i>Montclair Academy</i>	30
<i>College High School</i>	26
<i>Montclair Academy</i>	55
<i>Wardlaw</i>	28
<i>Montclair Academy</i>	51
<i>St. Bernard's</i>	43
<i>Montclair Academy</i>	33
<i>College High School</i>	27
<i>Newark</i>	33
<i>Montclair Academy</i>	27

Englewood	47
Montclair Academy	34
Montclair Academy	34
St. Bernard's	28
Newark	39
Montclair Academy	36

IV
BASKETBALL
TEAM

Montclair Academy	43
College High	40
Montclair Academy	57
Wardlaw	21
College High	37
Montclair Academy	36
Montclair Academy	43
Short Hills Country Day	24
Montclair Academy	43
Wardlaw	23
Montclair Academy	55
St. Bernard's	37
Newark	49
Montclair Academy	44
Montclair Academy	58
Rutgers Prep	27
Montclair Academy	49
St. Bernard's	31
Montclair Academy	61
Rutgers Prep	37
Montclair Academy	49
Newark	37
Montclair Academy	52
Short Hills Country Day	22

VARSITY
BASKETBALL

College High	43
Montclair Academy	36
Wardlaw	47
Montclair Academy	45
Montclair Academy	80
Morristown	50
Newark	78
Montclair Academy	54
College High	79
Montclair Academy	49
Montclair Academy	80
Englewood	25
Montclair Academy	62
Wardlaw	56
Montclair Academy	49
Morristown	43
Montclair Academy	92
St. Bernard's School	46
Newark	49
Montclair Academy	43
Montclair Academy	84
Rutgers Prep	72
Montclair Academy	94
St. Bernard's School	49
Montclair Academy	59
Rutgers Prep	35
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Englewood	27

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